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Teaching English as a second language in the secondary schools is emphasized as a means of eliminating the language barrier of non-English-speaking students. The purpose of the publication is to provide guidelines for schools in fulfilling their responsibility of meeting the particular needs of individual Spanish-speaking students. Methods are suggested for classifying students into different levels according to their English proficiency. The English as a Second Language program is characterized in terms of sequence (continuity in instruction) and saturation (total amount of time spent daily in studying), which allow for individual differences of students. Special problems treated are teaching pronunciation and sentence structure, with a supplementary section devoted to oral and reading and writing activities. Sample lesson plans are included to cover various stages of a year's instruction. (CM)

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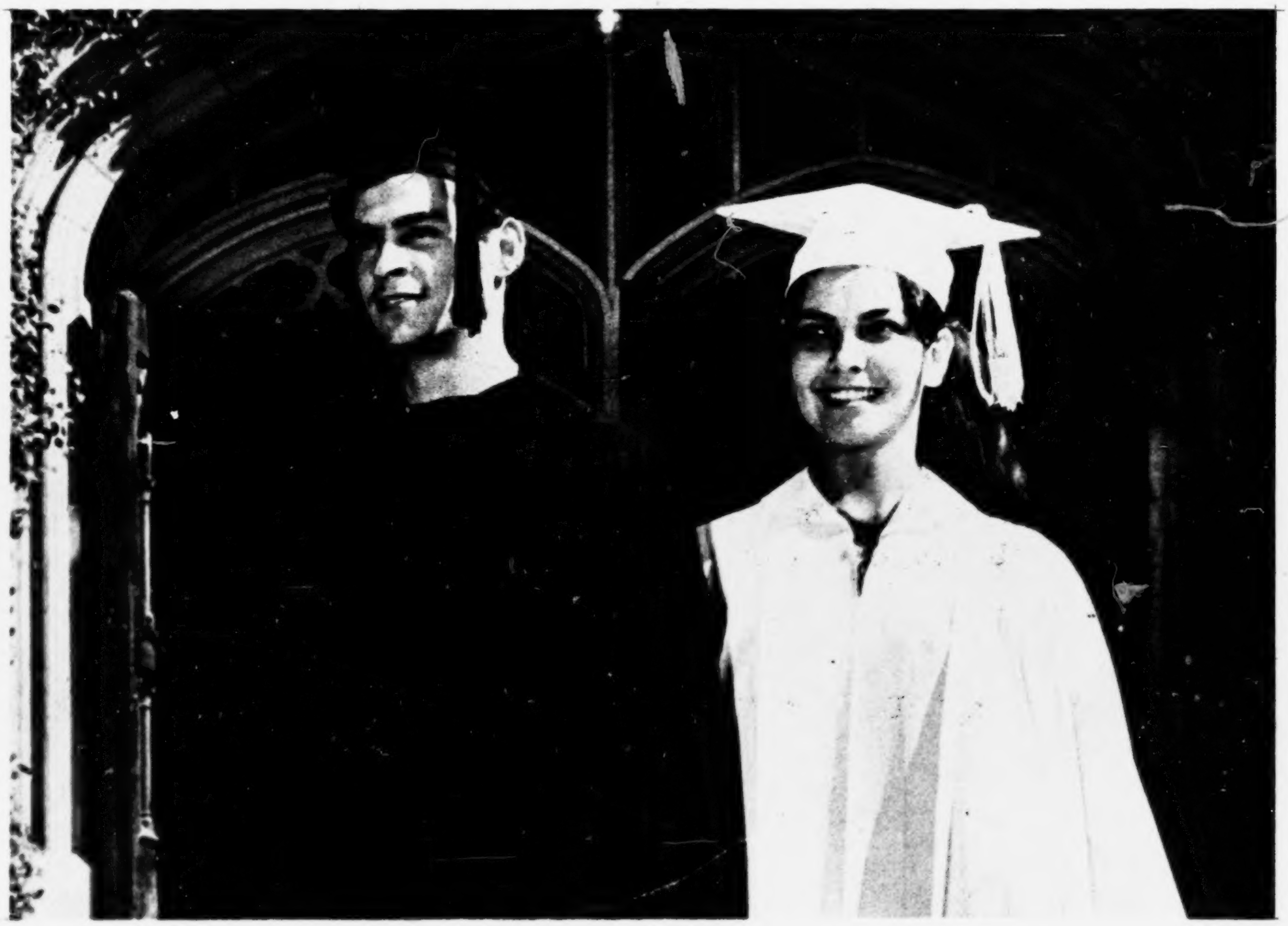
TEACHING ENGLISH AS A SECOND LANGUAGE GRADES 7 THROUGH 12



SECONDARY COMPENSATORY EDUCATION PROGRAM

SAN DIEGO CITY SCHOOLS

SAN DIEGO, CALIFORNIA 1968

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TEACHING ENGLISH AS A SECOND LANGUAGE

GRADES 7 THROUGH 12

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San Diego City Schools
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PREFACE

The school's role in educating students whose native language is not English is a broad one. Each student and his particular needs must be identified; courses must be designed to meet these needs; program sequences must be established; students must be counseled; and constant communication with parents and the community must be maintained.

This publication is designed to provide guidelines for the schools in fulfilling this responsibility. The guide provides suggestions, not final answers. It is intended as a catalyst for discussion. Hopefully, teachers, counselors, administrators, and others who are interested in children whose native language is not English will make suggestions for expanding, modifying, and generally improving this guide. As the district acquires increasing experience in teaching English as a second language, future editions of this guide will reflect the practices found to be most effective.

Wm. H. Stegeman
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POINT OF VIEW

The English language is perhaps the only consistently indispensible learning tool used in nearly every course offered by the secondary schools. When, because of language, a student does not effectively understand what he hears or reads, when he cannot demonstrate in speech or writing that he does indeed understand, he is destined to fail in school.

Because a command of the English language is so essential to learning, students are required to study the subject at each grade level in their academic careers. Despite the fact that native-born boys and girls have had informal practice in the language from infancy and formal practice throughout their school years, teachers observe a wide divergency of proficiencies among their students at any given grade level. Even at graduation from the twelfth grade, some youngsters demonstrate discouragingly deficient command of the language.

What, then, of the boy or girl whose native language is not English? What of the youngster who from infancy has heard only Spanish, or who at home or in his community has heard Spanish and English, but perhaps only a deficient English? Can it be expected that his English is sufficient to provide him with a satisfactory tool for successful learning in the school curriculum? Unfortunately, the answer is likely to be negative.

The boy or girl whose native language is not English is usually critically handicapped in his ability to succeed in school. Testimony to this fact is the high drop-out rate among one segment of the population whose native language is Spanish: the Mexican American. The problem of the child who lives in a community where a language other than English is commonly spoken is quite different from that of the child whose non-English speaking family is the only such family in the community. In the latter case, the children, as well as the parents, have frequent opportunity to learn English. Contacts with neighbors, the act of shopping, indeed the total relationship with others outside the home is through the medium of English. But Mexican American students often live in communities where Spanish is the primary medium of communication. The only standard English which some of these youngsters hear is in the classroom--and that sometimes only from the teacher.

Thus, the school has the responsibility to provide these children with the opportunity to learn English. This can be done through specialized classes, generally called English as a second language, abbreviated "ESL."

For the ESL student, the process of learning a second language is often difficult. Many years of study are required. Yet, until a student whose native language is not English acquires language skills equivalent to those of a native-born student, he will suffer a significant educational handicap.

To eliminate this handicap is one of the educational goals of the San Diego City Schools.

NEEDS OF ESL STUDENTS

THE NON-NATIVE SPEAKER OF ENGLISH

"Non-native" speakers of English are persons whose first language is not English. They have a wide variety of language problems. Some are totally unable to communicate. Others are nearly as proficient in English as a native speaker of the language. Because students of English as a second language have such a wide range of proficiency in English, it is difficult to place each one in a class which is designed specifically to meet his needs. However, it is possible to determine several English proficiency levels, establish classes for each level determined, and place each student in that class which provides instruction for students whose English proficiency level most closely approximates his own. This section of the guide describes three distinctly different groups of non-native speakers of English and suggests programs which provide for the needs of students within each of these groups.

Students at the first proficiency level know little or no English. Those at the second level know a limited amount of English, and those at the third level know a relatively large amount of English but still encounter many specific problems associated with second language learning.

NEEDS COMMON TO ALL STUDENTS OF ENGLISH AS A SECOND LANGUAGE

In addition to having needs which are common to all students, students of English as a second language have a number of special needs.

1. Students must sometimes be convinced of the usefulness of learning English. They must be made aware of the opportunities which are available to them when they become fluent in English. The teacher cannot assume that students want to learn English simply because they live in an English-speaking community. It often happens that a person seeks out others who speak his native language and never feels that it is necessary to learn English at all. Sometimes students learn only enough English to function in a few situations, and they are content with having learned only that much.

2. Each student needs understanding and acceptance of his cultural background by his peers, his teachers, and by all school personnel.

3. Each student needs reassurance that he is a part of the total school population. He speaks a language other than English, but this should be seen as an asset, rather than a hindrance.

4. Each student needs to be helped either to avoid or to overcome the feeling of fear or embarrassment which affects many ESL students when they are enrolled in classes which are part of the regular school program.

NEEDS OF PARTICULAR GROUPS OF ESL STUDENTS

For instructional purposes, ESL students may be placed in various groups according to their own proficiency in English. Each of these groups of students has particular needs. Consideration of the special needs of the following groups should be reflected in the type of program implemented by each school which has students who belong in these three groups.

Needs of Students Who Know Little or No English

1. These students need to have a person available to them who speaks their native language. They have the same need to express themselves that all people have, but due to their lack of proficiency in English, they are capable of expressing themselves only in their native language.

2. They need to receive a basic orientation to the school and its procedures. American schools quite probably function very differently from schools in the students' native land.

3. The students need to receive instruction as soon as possible in asking and responding to highly functional questions in English, such as, "What's your name?" "Where do you live?" and "What time is your class?"

4. They need highly structured, intensive, oral practice with the sound system of English and with its basic sentence patterns.

5. They need to receive more instruction in English than do other ESL students who have greater proficiency in English. They need to learn English as quickly as possible so that they can become capable of participating in the regular school program as soon as possible.

Needs of Students Who Know a Limited Amount of English

Students in this category have learned a limited amount of English. They may have learned it in previous English as a Second Language classes, in a foreign school, or in casual encounters with English-speaking people. Their ability to use English correctly is confined to those situations for which they have learned statements and responses, e.g., "My name is ______________." "I live at ______ __________." "This is my book." Their needs are different from those of students who know little or no English:

1. These students need to further increase their oral proficiency in English.

2. They need to develop skill in reading and, to a lesser degree, in writing. A minimal amount of skill in both of these areas is necessary if they are expected to profit from classes offered in the regular curriculum.

3. They need to be further acquainted both with the community they live in and with the culture of the American people.

Needs of Students Who Know a Relatively Large Amount of English but Still Encounter Many Problems Associated with Learning a Second Language

In many situations students in this category can understand English and be understood when they speak it. They tend, however, to make pronunciation errors and structural mistakes that would never be made by a native speaker of English. For example, such a student whose native language is Spanish might say, "Thees ees my book," "Is a bad man," or "I no like him." The listener will probably understand that the speaker means, "This is my book," "He's a bad man," and "I don't like him." Yet, the speaker needs further instruction. His speech should be refined to the extent that listeners understand him with no special effort. When a listener is distracted by the speaker's pronunciation, or when he must guess what meaning the speaker intends, the speaker is not communicating effectively. Speakers who are part of this third group have needs which are different from those of students in the other two groups.

1. These students need to refine their pronunciation as much as possible.

2. They need to further develop, to whatever degree possible in the limited time available, their proficiency in reading and writing English. They need to develop these skills in addition to, not by the exclusion of, further development of skill in using English in oral communication.

3. They need help to succeed in their classes outside the ESL program. For example, they need to learn to take various types of tests, and they need reinforcement of the vocabulary items which they encounter in academic classes other than English.

The programs which are described in the following section are designed for students whose needs and English proficiency qualify them to be placed in one of the three groups thus far discussed. For the purposes of discussion, these three groups of students will be referred to as:

Level I: Those students who know little or no English.

Level II: Those students who know a limited amount of English.

Level III: Those students who know a relatively large amount of English but still encounter many problems associated with learning a second language.

ORGANIZING AN ENGLISH-AS-A-SECOND-LANGUAGE PROGRAM

CHARACTERISTICS OF ESL PROGRAMS

Many factors influence the organization of programs for teaching ESL. Major among these are the needs and the numbers of students. Yet any program, regardless of how many students are involved or what their specific needs may be, should base its organization on two characteristics.

An ESL program may be described in terms of two characteristics: "sequence" and "saturation."

Sequence

Sequence refers to continuity in instruction. Each step of instruction is built upon the prior one. In an effective course of instruction, students progress sequentially from the first step in learning to the second step, then to the third step, and so on. An ESL program, to be very effective, should provide a number of groups or classes in which students can progress sequentially, i.e., from a class for students who know no English, to a class for students who know a limited amount of English, then to a class for students who know a relatively large amount of English. Sequence within a program may be provided by placing students of varying proficiencies in separate groups within a single ESL class, or by placing students in separate classes, each of which is designed for students who have a particular proficiency level.

It is usually helpful, when designating each section, to indicate by name where the section lies on an English-proficiency scale. If a program has a sequence of two groups, one might be called "Level I," and the other "Level II." In this sequence "Level I" students would have little or no proficiency in English. "Level II" students would have some proficiency in English.

If a program has a sequence of three groups, these groups might be called "Level I," "Level II," and "Level III." The Level I students would have little or no English proficiency, the intermediate Level II students would have a more advanced proficiency, and the Level III students, although they could demonstrate control of some English, would still be in need of continued specialized instruction.

A program may be described in terms of whether it has extended sequence or limited sequence. An extended sequence program provides classes for more than one proficiency level. It provides a sufficient number of years of ESL instruction to permit students to progress from a low proficiency level to a higher one.

A limited sequence program makes no provision for placing students according to their proficiency in English and offers not more than one year of ESL instruction.

Saturation

Saturation is related to the total amount of time spent daily in studying. A program can be described in terms of low saturation or high saturation. If a student is enrolled in a low saturation program, he has one class period or less of ESL instruction per day. If a student is enrolled in a high saturation program, he receives ESL instruction for at least two class periods daily.

TYPES OF PROGRAMS

A given program may be described by the extent of its sequence and saturation. A program with extended sequence and low saturation would consist of at least two different classes of ESL, each meeting for not more than one class period during the school day. One of the classes might be designated "Level I" and the other "Level II." Students in their second year of instruction would be placed in the Level II class if they had made sufficient progress. This program may be represented schematically as follows:

Level I	Level II
one period of instruction	one period of instruction

An extended sequence, low saturation program which is more extensive might offer classes designated for three proficiency levels. It may be represented as follows:

Level I	Level II	Level III
one period of instruction	one period of instruction	one period of instruction

Either of the extended sequence programs described would be appropriate for schools which have ESL students who demonstrate various English proficiency levels.

A different type of program might have limited sequence and high saturation. The limited sequence indicates that there is no provision made for students having different proficiency levels. For example, the class might consist of only Level I students. The high saturation indicates that the one group of students meets for more than one period during the day. A program which provides limited sequence and high saturation may be represented as follows:

1st period	Level I one period of instruction
2nd period	Level I one period of instruction
3rd period	Level I one period of instruction

The need for ESL instruction can be met by a variety of programs. The type of program that is implemented should reflect consideration of two main factors:

1. The students' degree of proficiency in English
2. The number of students needing ESL instruction

If a school has students who demonstrate a wide range of proficiency in English, a program is needed which provides sequence. It would be very difficult to effectively teach students who have a wide variety of proficiency levels if they were all placed in the same class.

In general, students who have little or no proficiency in English (Level I students) need more than one period of ESL instruction per day if they are to become capable of participating in the regular school program effectively and without lengthy delay. Thus, these students should be provided with a program that has high saturation.

TYPES OF PROGRAMS

The type of ESL program a school implements also depends, of course, on the number of students in the school who need ESL instruction. In this guide, three basic types of programs are suggested. Of these three types of programs, one should be appropriate, with some variation, for any school. These programs are:

1. A program providing self-contained ESL classes.
2. A pull-out program.
3. A program providing instruction within the regular classroom.

The Self-contained ESL Class

The term "self-contained ESL class" is used to designate any class which is devoted primarily to ESL instruction and which meets for a full class period. The size of such classes should be based on the formula used by the San Diego City Schools for adjustment classes. When classes contain more than 18 or 20 students it is difficult to provide effective instruction for them because ESL students need much individual attention from the teacher.

Self-contained classes should be ungraded, that is, the students should be enrolled on the basis of English language proficiency rather than on the basis of age or grade level. They should be taught by a teacher trained in the techniques and principles of teaching ESL or foreign languages.

Self-contained ESL classes should replace one or more of the courses in the regular curriculum. The replacement should be made after determining in which of their classes students are at the greatest disadvantage due to their language handicap. Such classes are likely to be in the field of social studies, science, and, of course, regular English.

A. Suggested programs for a school with 18-24 students who need ESL instruction

   1. The simplest program would consist of one self-contained ESL class in which all of the students needing ESL instruction meet in the same room for one period of instruction. This program might or might not provide extended sequence, depending on whether or not students were grouped within the class according to their proficiency levels. Several of the variations possible within a single section program may be schematically represented as follows:

One group only	Level I		
Two groups	Level I	Level II	
Three groups	Level I	Level II	Level III

2. A more complex program might provide for more than one daily class period of ESL instruction. This program would provide high saturation and it would be of greatest value for students who had little or no proficiency in English. Students might be released from such subjects as social studies, science, or regular English to participate in the following high saturation ESL program:

1st period of ESL instruction	Level I
2nd period of ESL instruction	Level I

The above program might offer instruction at only one proficiency level, thus providing limited sequence, or it might also offer extended sequence by grouping students according to their proficiency levels as in the following illustration:

1st period of ESL instruction	Level I	Level II
2nd period of ESL instruction	Level I	Level II

3. To provide greater saturation, the program might be designed to offer students three periods of ESL instruction during the school day. Again, sequence in the program could be provided within the single class by grouping as in the previous examples.

B. Suggested programs for a school with 25-48 students needing ESL instruction

1. The simplest program of this type consists of two separate ESL sections, each meeting for one period per day. This program would provide extended sequence, and it might also be designed to provide high saturation. It may be represented schematically as follows:

Level I	Level II
one period of instruction	one period of instruction

2. Increased saturation may be provided by implementing more than one hour of ESL instruction for either or both of the classes. For example, one pattern might be:

1st period of ESL instruction	Level I	Level II

2nd period of ESL instruction	Level I

Another might be:

1st period of ESL instruction	Level I	Level II
2nd period of ESL instruction	Level I	Level II

In the latter program, both sections meet for more than one period during the school day. This type of program might be expanded until two separate classes are meeting for as many as three periods of ESL instruction per day, thus providing even greater saturation.

3. Greater sequence can be provided in a program comprising two sections by grouping as follows:

1st period of ESL instruction	Level I	Level II	Level III

C. Suggested programs for schools with more than 48 students needing ESL instruction.

A school which has more than 48 students needing ESL instruction may provide for its students' needs by forming additional separate class sections. Whether these sections are for students in Level I, Level II, or Level III classes depends upon the degree of English proficiency which the students demonstrate. For example, if a sufficiently large number of students demonstrate only Level I proficiency, an additional Level I section should be formed. Perhaps more than three English proficiency levels will be demonstrated by students. If this is the case, a section should be established for students functioning at the fourth proficiency level. The program can provide the degree of saturation necessary by adding additional instructional periods for any, or all, of the sections included in the program.

Summary: Self-contained ESL Classes

The suggested ESL programs outlined in this section are intended only to show a few of the possible patterns which may be used in organizing an ESL program. Numerous variations of the programs suggested are both possible and probable, since each school will have different needs. However, two features of the suggested programs, sequence and saturation, should be considered in designing any program.

The Pull-out Program

If a school has a number of students who need ESL instruction, but not enough to warrant the establishment of separate, self-contained classes for them, a pull-out program may be instituted to provide the necessary ESL instruction.

Definition

In a pull-out program, the ESL students are released daily from a regular class for a certain amount of time to receive ESL instruction. For example, the ESL instruction might be given during part of the first period of the school day. During this time, students would be excused from their regular classes to attend the ESL pull-out class. If, for example, there were students who needed ESL instruction who were enrolled in an English class, a social studies class, and a math class during the first period, these students would be released from their classes to receive ESL instruction for a pre-determined length of time during the class period.

Sequence

A sequence of proficiency levels can be established within each pull-out section. Students having different proficiencies can attend at different times during the school day (or class period). For example, students who know little English could attend the first half hour of the first class period, and students who know more English could attend the last half hour. This organization could be varied to fit the situations at various schools.

Saturation

The pull-out program can become a program with saturation if the students have the opportunity to receive ESL instruction more than once each day. This would be appropriate for students who speak little or no English.

One disadvantage of the pull-out program is that it requires (1) a teacher beyond the number required to teach all of the regular classes and (2) additional classroom space. Another disadvantage is that students may fall further behind in their regular class if they miss a portion of it daily. The pull-out program may be justified, however, since it does provide specialized help daily for students who need ESL instruction.

Instruction within the Regular Classroom

If no program can be established at a school and students needing ESL instruction must be placed in regular classes, their teacher(s) might do the following:

1. Become familiar with the background of the student: where he comes from, how long he has been in the United States, and where he went to school.
2. Become familiar with the techniques of teaching ESL and with the problems that ESL students encounter in school.
3. Contact the Specialist in Second Language Education, Curriculum Services Division (Ext. 516), for assistance in selecting materials and planning instruction for the student(s) needing ESL instruction.
4. Reserve a portion of each class period for the students to receive special instruction in ESL. This instruction should be given on a regular basis to be effective. The teacher might select appropriate materials and train a teacher assistant or a student to help in giving ESL instruction.
5. Encourage the student(s) to speak and otherwise participate in class whenever possible.

TEACHING PRONUNCIATION

THE SOUND FEATURES OF ENGLISH

In this guide the term "pronunciation" will refer not only to the articulation of individual sounds but also to the oral production of larger units, including phrases, clauses, sentences, and sentence clusters. In short, the term "pronunciation" will be used to encompass all of the sound features of English.

Linguists have described the essential sound features of English. Some linguists have ranked these according to their probable level of difficulty for the learner. In *The Sounds of English and Spanish*[1], Bowen and Stockwell list the following essential features of spoken language in a hierachy of learning difficulty. This list is included in this guide primarily to serve as a clear statement of what features of pronunciation it is necessary for the student to learn.

1. Fluency
2. Placing of stress
3. Rhythm and intonation
4. Vowels and consonants

The fourth feature refers to the individual sounds of English and to the ways in which they may be sequenced to form words. The other three features are associated primarily with sounds as they occur in phrases, clauses, sentences, and sentence clusters.

If the teacher wants his students to develop full control of spoken English, he must provide instruction in all of these. An understanding of how stress, rhythm, and intonation affect meaning will be helpful to the teacher both in selecting material and in deciding what portions of it merit emphasis.

Stress

Stress refers to the intensity and pitch with which a sound is spoken. Speakers of English normally associate the use of stress with the act of placing very strong emphasis for the purpose of making a distinction, e.g.

She wants that BLUE sweater. (not the red one)
She wants that blue SWEATER. (not the blue blouse)
SHE wants that blue sweater. (not I, she)

When a speaker uses very strong stress to emphasize the meaning of some word or phrase within a sentence, he uses it consciously and it is readily perceived by the listener. The other degrees of stress, although equally important to the correct production of English, are not so easily perceived and are usually produced without the speaker's awareness, as in the following sentence:

A boy and a girl are walking by our house.

The words "a," "and," "are," "by," and "our" in this context normally receive weak stress in English. The words "boy," "girl," "walking," and "house" normally receive stronger stress. Speakers automatically assign some degree of stress to each word they produce. Native speakers of English unconsciously and habitually use appropriate stress on each English word. Students learning English as a second language do not. They must be taught to stress words in sentence context appropriately.

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[1] Donald J. Bowen and Robert Stockwell, *The Sounds of English and Spanish*. pp. 121-22.

Hearing words that receive weak stress represents an additional problem for the learner. Suppose, for example, that the following sentence is spoken,

> They're going to the store.

The student may hear clearly only, "They . . . go . . . store." This happens because (1) English speakers usually say unstressed syllables more rapidly than stressed ones and (2) possibly because the student's native language may require that he use strong stress with words whose English equivalents normally receive weak stress. For example, in Spanish the articles usually receive stronger stress than they do in English.

The student can probably learn to stress words correctly simply by imitating his teacher's speech, but still the teacher needs to be consciously aware of stress if he is to provide his students with reinforcement and correction.

Intonation

Every spoken English sentence is transmitted by means of an intonation pattern. Because these patterns in and of themselves convey meaning, students need to learn them just as they need to learn the consonants and vowels of English. Knowing how intonation affects meaning, and which intonation patterns are most commonly used in English, will help the teacher provide effective instruction in the use of intonation.

Intonation refers to the rise and fall in pitch of the voice in speech. An intonation pattern is a sequence of pitches, of which the terminal pitch is especially significant. An intonation pattern can change the total meaning of an utterance, e.g.

> The utterance "She's tired" is a statement of fact if the speaker uses the intonation pattern in which the pitch falls and the voice fades after the word "tired." If the pattern is used in which the pitch remains high after the word "tired," the total meaning of "She's tired" is changed. The utterance becomes a question--"She's tired?" The meaning of the intonation pattern in this instance is the same as that which is usually conveyed by a change in word order.

To avoid misunderstanding, students should learn both to hear the English intonation patterns and to use them appropriately.

Dr. Norman Stageberg in *The Phonology of English*[1] lists three types of terminals (pauses at the end of grammatical units), one of which accompanies all spoken sentences. Each terminal is accompanied by a different pitch level, either high, or low, or middle. These terminals are:

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[1] Norman Stageberg. *The Phonology of English*. pp. 54-55.

1. Fading Terminal

   This usually occurs after a statement. It is marked by pitch falling to its lowest level to signal completion.

   I'm very tired↓ She's a student↓

2. Rising Terminal

   This usually occurs after certain types of questions. It is marked by high pitch to signal a question.

   Are you coming↑ Does he work here↑

3. Sustained Terminal

   This occurs after partial statements as an indicator that the speaker is not finished talking. It is usually marked by a pitch level between those which mark the rising and fading terminals.

   He's a smart boy → but he's lazy↓

APPROPRIATE TIMES FOR TEACHING PRONUNCIATION

While it is important to stress correct pronunciation at all levels of second language learning, the teacher should emphasize pronunciation during the initial months of Level I instruction more than at any other time. According to Bowen and Stockwell in *The Sounds of English and Spanish*[1]:

> "The time when phonological training is most effective is early in the student's acquaintance with the language or with any specific fragment of it. He is unquestionably going to form some kinds of habits of pronunciation; unless they are correct habits, they will simply have to be unlearned later and replaced by correct habits. To learn incorrect habits, then unlearn them later, is inefficient for the teacher and frustrating for the student. Therefore, we believe that the best time for heavy practice on pronunciation is early in a given unit of material to be learned."

There are two distinct occasions for teaching pronunciation. One is a block of time specifically planned for the teaching of a particular element of pronunciation. Especially during the early months of learning English, time should be allotted during each period of instruction to focus on a specific problem, or group of related problems, of pronunciation. In this manner the teacher may systematically cover all areas of difficulty in pronunciation, only temporarily excluding focus on other elements of the language.

The other time for teaching pronunciation occurs incidentally when a student makes pronunciation errors. Whether or not the teacher chooses to correct a student's error may depend upon several factors:

1. The student's ability to take correction

   Some students respond to correction positively. These students may be asked several times to correct an error they have made. Others become muddled and embarrassed when corrected; these students probably do not benefit at all from individual correction. With this type of student, practicing the correction of his error as part of a group of students will probably be most helpful. With both types of students, the teacher should return frequently to the pronunciation problems encountered. He may wish to plan a special lesson for the specific purpose of teaching the sound which is causing his students difficulty.

2. The degree of importance of the student's errors

   Gross errors are those which distract from communicating the intended meaning of an utterance. They usually merit immediate correction. Suppose, for example a student wants to say,

   We worked every day.

   If he fails to pronounce the sound of "ed," which is a common error of Spanish speakers, his listener will misunderstand him. He will give the impression that he presently works every day, not that he used to work every day, which is his intended meaning. As an additional example, suppose that a student wants to say,

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[1] Stockwell, Robert, and Bowen, J. Donald. *The Sounds of English and Spanish*, p. 120.

I like yellow.

If he says a "j" sound instead of a "y" sound in this word, which is another error common among Spanish speakers, he will not communicate his intended meaning.

Less serious errors, such as those which cause no misunderstanding require neither immediate correction, nor correction upon each occurrence. Suppose, for example, that a student says one of the following utterances:

He ees my brother.
I'm bery tired.
My estomoch hurts.

These errors cause no misunderstanding. The context of the words containing these errors makes their meaning clear; however, in contexts which would permit misunderstanding, they should be corrected as soon as possible. Whether or not less serious errors are corrected immediately depends also upon factors such as the activity in which the class is involved.

3. The type of activity in which the class is involved when the error occurs

Certain class activities are more conducive to individual correction of pronunciation errors than others. If a student is making an individual response to the teacher or is involved in a controlled conversation with another student, individual correction is appropriate. It is inappropriate if the teacher is conducting an activity which has as its goal involvement of the student in a free communication situation. To correct a student at this time might cause him to halt his participation in the activity.

When conducting an activity in which the entire class is repeating or responding together, the teacher might obtain better results by having the entire class repeat the utterance in which he notices a student's error. Using group repetition as a means of correction has several advantages. It provides more practice for all students, and it is certainly preferable to individual correction if the teacher is conducting drills to teach a sentence pattern because it does not cause a complete break in the activity. Consider the following situation:

Teacher's Model	Students' Response
His house is white.	His house is white.
____________ old.	His house is old.
____________ pretty.	His house is pretty.
____________ big.	His house is BEEG.

> A student has made a pronunciation error in his fourth substitution. The teacher's primary goal in this activity is to lead his students to habitually produce sentences based on the pattern given in the model sentence "His house is white." A break in the repetitive activity is not conducive to habit formation; therefore, rather than correct the student individually, the teacher might well have the class repeat after him, "His house is big," several times. In this way the class continues to practice the structure while the pronunciation error is being corrected at the same time. If the individual's problem still persists, the teacher may wish to correct him individually when the drill activity is completed.

Perhaps a good summary statement regarding factors to be considered in correction of pronunciation might be:

> Before correcting a student, consider whether the correction will help the student without seriously disrupting the activity in which he and the class are engaged.

SOME GENERAL PRINCIPLES TO CONSIDER IN TEACHING PRONUNCIATION

Certain general principles regarding the teaching of pronunciation have gained general acceptance. These should be thought of as guidelines, not absolutes.

> Pronunciation should be taught through the use of phrases and sentences, not through isolated words.

Because speakers usually use phrases and sentences to communicate, the student should learn to speak English in phrases and sentences. Although there may be times when the teacher considers it appropriate to teach a word in isolation, ultimately he should teach that word in phrase or sentence context.

> The number of new items a student can successfully learn in a period of instruction is limited.

Encountering too many new learning items simultaneously can frustrate and confuse the student. The teacher can avoid this problem by careful selection of his teaching material.

Example: In Lesson Two, *English for Today, Book One,*[1] the plural inflection of regular nouns is introduced in all three of its spoken forms, i.e.

The "s" sound as in "books"
The "z" sound as in "bags" and "windows"
The "iz" sound as in "boxes" and "phrases"

Teaching these three sounds of the plural inflection presents a potential problem. If all three forms are taught in the same lesson, the students may, in addition to being unable to say the three variations, be also unable to hear the differences among them. To avoid this potential problem, the teacher may spend several days working on the "s" variation of the plural, the following few days teaching the "z" variation, and finally teaching the "iz" variation after the students gain a reasonable degree of control of the first two sounds of the plural inflection. After all three forms have been intensively practiced separately, the students will be ready to begin practicing their use in a situation which requires selection of the correct form. If the teacher accepts the principle that an effective way to teach an item such as the plural inflection is to teach each variation separately rather than teaching all of its variations together, he may apply that principle in teaching numerous other new items. The "-ed" inflection (past tense of regular verbs) is one item for which the teacher may wish to teach its three different pronunciations separately, rather than simultaneously.

As the above example illustrates, the teacher can control the rate of introduction of new material in the text. The caution that only a limited number of items be taught simultaneously does not imply that numerous difficult items may not appear in a dialogue or lesson being taught. They often do. It means rather that the number of items the teacher selects from a given dialogue or lesson for intensive practice should be small. The items selected should be those to be learned by the students. Other items within a dialogue or lesson occur only incidentally, i.e. to facilitate communication or to provide a context for the important part of the lesson--the material to be learned. Students need to know the meaning of this incidental material. They do not need to "learn" it. It can be reserved for intensive practice at a later time.

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[1] National Council of Teachers of English. *English for Today.*

> Knowledge gained through a comparison of the student's native language with English will help the teacher to anticipate his students' pronunciation problems and to determine his approach to those problems.

A comparison of any two languages will reveal significant differences in their structure and sound systems. Certain types of contrasts between languages cause major problems for the learner of a second language. Two examples of these significant contrasts follow:

1. Sounds which exist in the target language (the language being learned) but not in the learner's native language constitute a major learning problem.

   For example, an analysis of Spanish will reveal that it has neither the vowel sound which occurs in English "hit" nor that which occurs in "hat." A Spanish speaker will probably be unable to perceive or produce these two sounds upon his initial contact with English.

2. Sound sequences which occur in either the native or the target language, but not in the other, constitute a major learning problem.

   For example, English makes heavy use of consonant clusters (sequences) i.e. "sp," "st," in initial position in words such as "student." Both "s" and "t" occur in Spanish, but they do not occur in sequence in initial position. The Spanish word for "student" is "estudiante." An "e" is inserted before the "s," and although the "s" and "t" are written together, each is pronounced as part of a different syllable. In short, when spoken, they do not constitute a consonant cluster. Upon meeting "st" and "sp" clusters in English, the Spanish speaker will probably at first impose his system upon them. He may say "estudent" and "espeak."

Additional points of conflict between the target language (English) and the student's native language can be determined by comparing the two languages. The teacher can gain from this comparison a sound basis both for predicting his students' problems before class, and for preparing his lessons appropriately. He will know which items to stress in teaching. If he agrees that items which will predictably be more difficult for the learner should be introduced very early in the course, he can do so. If he feels that the features of English which can be more easily learned than others should be taught first, he can do so. Regardless of the teacher's philosophy on this point, the information gained by comparison of the student's native language with English will be helpful. Comparisons of English with many other languages are currently in print.

> The ability to pronounce a sound correctly is arrived at as the result of a series of steps.

Awareness of these steps in teaching pronunciation helps the teacher to avoid the pitfall of expecting the student to produce sounds new to him without sufficient preparation. In *Language Teaching*,[1] Robert Lado identifies the following steps in the process of learning pronunciation:

*1. Perception: The ability to identify an utterance as the same as all other like occurences of that unit or pattern and as different from all others that are in contrast with it.

2. Imitation: Repetition of the teacher's utterance.

3. Variation: Controlled use of an utterance in various contexts after successful imitation.

4. Selection: Correct production of an utterance without a model being given.

The following section on teaching intonation contains an example of the above-outlined process of teaching pronunciation being applied.

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[1] Lado, Robert. *Language Teaching*. McGraw-Hill, 1964. pp. 80-84.

*The definitions of the four steps listed are the result of the writer's attempt to summarize Lado's explanation of those three terms. For a clearer explanation of these terms see his text.

TECHNIQUES FOR TEACHING SPECIFIC FEATURES OF PRONUNCIATION

Many of the techniques for teaching pronunciation can be applied in teaching both intonation and the consonant-vowel system. Those techniques which seem most applicable to teaching intonation appear in the section on teaching intonation. All others appear in the section on teaching the consonant-vowel system.

Intonation

A number of techniques have been developed to teach intonation, all of which can be grouped under two main types of instruction: controlled oral practice of the intonation patterns being taught and description of these patterns.

Controlled Oral Practice

The goal in teaching intonation is to lead students to habitually use a specific intonation pattern with the type of utterance with which it normally corresponds in English. The teacher can attain this goal most efficiently by providing controlled practice with each intonation pattern being taught. Control is the key word in the last sentence. When people converse, many intonation patterns are involved. Consider the following conversation:

John: Where are you going?
Bill: Downtown.
John: Are you coming home soon?
Bill. Yes, I'll be home by five.

Two basic intonation patterns occur in this conversation:

1. I'll be home by five

   This is the pattern which marks simple statements. The line illustrates the voice starting at normal pitch, rising near the end, and then falling very low to signal that the speaker has finished.

2. Are you coming back soon

   This pattern accompanies questions which can be answered with yes or no. The line indicates that the voice begins at normal pitch, rises near the end and remains high at the end, thereby signalling a question.

If a student is exposed to all of these sentences simultaneously, he may be confused, since some sentences end with a rising terminal and others with a falling terminal. The student needs controlled practice with each of these patterns. The teacher can provide the practice needed by teaching one pattern until the student uses it correctly, with some consistency and then proceeding to teach a second pattern. After the student has demonstrated the ability to use two patterns separately, he is ready for the stage in the learning sequence mentioned earlier called selection. Given a sentence of the types he has been learning, he should be able to select the appropriate intonation to use with it. For example, suppose that the teacher were working on the following statement pattern:

He's a doctor

The following steps might be used for teaching the pattern:

Step 1: Perception - The teacher repeats "He's a doctor" until he feels that the students understand him.

Step 2: Imitation - The teacher has students repeat after him "He's a doctor." He has them continue to repeat this sentence until they say the words clearly and use the proper intonation pattern.

Step 3: Variation - The teacher has students repeat after him several other sentences which have the same intonation pattern and the same construction.

Example:

Model	Student Response
He's a teacher.	He's a teacher.
He's a student.	He's a student.
He's a farmer.	He's a farmer.

Once the student is able to imitate the sentences above, the teacher leads a pattern drill in which students must repeatedly use the same intonation pattern.

Example:

He's a doctor.	He's a doctor.
______ teacher.	He's a teacher.
______ farmer.	He's a farmer.
______ student.	He's a student.

Now that the student is consistently able to use the falling intonation pattern with statements containing a number of vocabulary items, the teacher may introduce the rising intonation pattern which occurs with questions such as the following:

Is he a doctor

The teacher then proceeds through the same three steps in teaching this question with its rising intonation pattern. Once the students here demonstrated fair control of both this pattern and the preceding one, they are ready for the fourth step, selection.

Step 4: Selection - The teacher initiates activities which require the students to select the correct intonation patterns without a model to guide them.

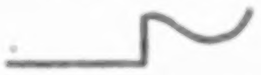
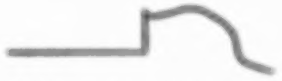
Example:

Holding a picture of a doctor, the teacher directs a student to tell him what the man's occupation is. The student should say, "He's a doctor. The teacher then directs the student to ask him if the man is a doctor. The student should say, "Is he a doctor?" If the teacher has spent an adequate amount of time drilling these two different utterances separately, the student should automatically place the falling intonation pattern on the statement and the rising intonation pattern on the question.

If the student is unable to perform the process of selection, the teacher will need to provide further oral practice. He may also wish to describe the intonation pattern being learned to help reinforce the oral practice.

Description

The description of an intonation pattern may be made orally or visually. For example, to describe the intonation pattern of the question "Is he a doctor?" the teacher might tell his students that the voice is higher and stronger on the word "doctor" and that the voice remains high upon completion of this question. The teacher can describe this intonation pattern visually by moving his hand along a horizontal "line" in front of him, raising it simultaneously with the rise in his voice at the end of the question. An alternate visual description would be to draw a line illustrating the contour of the pitch. In the two example sentences which have been used, the lines might be drawn like the following:

 for "Is he a doctor?"  for "He's a doctor."

The words need not be shown to the student at this time; the focus of attention should be on the line itself and the sound pattern it represents. The teacher may either draw the line as he makes the utterance, or draw it first. He may trace it with his hand as he speaks. Some ESL text writers actually superimpose lines on the sentences in their texts to indicate intonation.

While all of the techniques shown thus far for teaching intonation may be helpful to some degree, it is worthwhile to reiterate that pattern drill is usually an effective means of teaching intonation. When doing pattern drills, the student is concentrating his attention on altering or substituting words within a given pattern, while at the same time he is repeatedly producing sentences with the identical intonation pattern. Pattern practice helps the student develop the habit of using the appropriate intonation pattern with the type of sentence being drilled.

The Consonant-Vowel System

The general principles and sequence of steps used in teaching intonation generally apply to teaching the consonant-vowel system of English as well. While the nature of an intonation pattern makes it difficult to describe and to contrast with other intonation patterns, the consonants and vowels lend themselves more readily both to description and to the technique of contrast. A number of ways to teach the consonant-vowel system, including the use of mimicry, articulatory description, and minimal pair drills will be explored in this section.

Mimicry

Some students are able to distinguish one sound from another simply by listening to the teacher say the sounds, and then repeating them after him. This process is called mimicry. It is an ideal technique to use first when teaching the recognition and production of a sound, because it is the most economical way of teaching pronunciation. Those sounds of English which are identical or similar to their counterpart in the learner's native language will be transferred to English easily by using the process of mimicry. It is for those sounds of English which cannot be directly related to a sound in the learner's native language that further techniques for teaching pronunciation must be used.

Articulatory Description

In this approach to teaching pronunciation, the teacher describes how sounds are made, including the points of articulation. The teacher may describe only one sound, or after the student has control of one sound, he may contrast it with a similar sound which is causing confusion for the student. Although this technique is most effective for those sounds which require movements of the speech organs that are easily seen, it can also be used to demonstrate some of the more subtle movements involved in the formation of certain sounds. The following examples illustrate how a teacher might describe several sounds which are usually difficult for Spanish speakers learning English.

Example 1: To demonstrate the difference in the point of articulation of the "t" sound and the "th" sound, the teacher may direct students to watch as he projects his tongue between his teeth to produce the interdental "th" sound. He then places his tongue against the back of the upper teeth to form the "t" sound.

Example 2: The vowel sounds in "bit" and "beat" both occur in English while only one of these vowels, the vowel in "beat" occurs in Spanish. The Spanish speaker, because the vowel sound in "bit" is completely new to him, will probably require more than the process of imitation to learn to produce this sound. The teacher can demonstrate that for the vowel sound in "beat" the lips spread wide and the position of the jaw is higher than for the vowel sound in "bit." When producing the vowel sound in "beat," the speaker almost appears to be smiling, because his lips must spread so wide to make this sound. The differences in the formation of these two sounds should become apparent to the student as he watches closely the teacher's demonstration of their formation.

The teacher may also wish to have each student use a mirror to watch his own formation of a sound. The student, watching himself make the sound, will be able to see if he is forming it the way the teacher does.

Although some teachers have found success in the use of charts, diagrams, and pictures to illustrate the formation of sounds, results will probably be best obtained through description and demonstration by the teacher.

Minimal Pair Drill

Two words, such as "bit" and "beat," which are identical in every sound but one form a minimal pair. The minimal pair drill has a dual purpose:

1. To demonstrate that certain sounds do make a distinction in English.

2. To provide practice in making these critical distinctions.

In a minimal pair drill the teacher models minimal pairs and the student attempts to hear the distinction being made. The teacher may wish to use several sets of words, to show the contrast between two sounds such as the vowel sounds in the following word pairs:

bit - beat
sit - seat
it - eat
fit - feet

If the purpose of the practice is to produce the sounds being contrasted as well as to distinguish between them when they are spoken, the student would be asked to say the words or sentences after the teacher. When possible, the words being contrasted should be in context, and the students should know at least one of the two words in each pair. To expect the student to grasp the meaning of a new word creates a new problem for him in addition to that of perceiving the distinction between the two sounds being contrasted in the word pair. For this reason it is advantageous to select words already known, or very easily explained, whenever possible. When this is not possible, it is probably best to teach only the sound distinction involved, not the meaning of the unfamiliar word because the goal in this activity is to teach students to perceive and to produce specific sounds, not to learn new words.

One way of checking the students' perception of the differences in a minimal pair is the following:

> The teacher chooses a pair of words containing the problem sounds and says them in a sequence, such as "bit" "beat" "bit." He then asks the class to identify the word which sounded different. If the students know numbers, they can respond "number two;" if they do not, they can simply raise two fingers.

While the three techniques discussed above for teaching the consonant-vowel system are probably the most commonly used effective methods of teaching pronunciation, many other techniques are in use. One other technique for teaching pronunciation is that of lengthening a sound. This technique should be used sparingly, because it works well only with certain sounds such as "s," "sh," and "z." Many other sounds, due to the manner of their articulation, cannot be lengthened. Some examples of sounds which cannot be lengthened are the sounds of "b," "d," and "t." Their articulation requires a sudden release of air.

In *Language Teaching*[1] Robert Lado refers to a technique called interpolation in which a sound is practiced in relation to another sound articulated near it.

Example: The vowel sounds in the words "beat," "bit," and "bet" are formed close to one another.

> "Beat" is formed very high in the mouth.
> "Bit" is formed slightly lower than "beat."
> "Bet" is formed lower than "bit."

If a student has learned to produce the vowel sounds in "beat" and in "bet," but is unable to produce the vowel sound in "bit," which is formed between the others, he may benefit from reviewing the two he knows and then attempting to produce all three in sequence in imitation of his teacher.

Another technique which can be utilized by the teacher who is acquainted with the student's native language is comparison of an English sound with one which is similar in the student's native language. For example, the Spanish-speaking student will often say the initial consonant sound of "jello" when trying to say the initial consonant in the word "yellow." The teacher might gain results by demonstrating that the "y" in yellow is pronounced much like the "hi" in the Spanish word "hielo."

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[1] Robert Lado, *Language Teaching*, p. 88.

TEACHING SENTENCE STRUCTURE

ORDER IN LANGUAGE LEARNING

It is important that students perceive order and pattern in English as they are learning it. Students learn more effectively when they are able to recognize the organization of the material being studied. When confronting a new language, students are often unable to perceive its basic structure. They at first see only words, not the patterns governing the arrangement of these words.

The teacher's role is to help students both to recognize the basic patterns of English and ultimately to control these patterns in free conversation. Once the student recognizes how English words are arranged to form sentences, his learning proceeds more effectively. He is able to create sentences which he has never heard simply by substituting words within a pattern he knows. Rather than learning only by the relatively slow process of imitation, the student is able to use the process of analogy--an economical way to learn. For example, let us assume that in class students have learned to say, "She's wearing a dress." After this sentence had been learned, the teacher taught the students to form other sentences exactly like the first one, but with the names for different articles of clothing in the position of "dress" such as, "She's wearing a blouse." Upon learning the word "skirt," the student is able to make the necessary substitution to say, "She's wearing a skirt." He has learned to use a sentence pattern.

> Students learn language more effectively if they first develop their control of basic sentence patterns, using only a limited vocabulary.

Sentence patterns, because of their wide applicability, merit a strong teaching emphasis. Many authorities agree that it is easier to learn sentence patterns early and increase vocabulary later, than it is to learn a number of words early and later try to learn how to arrange these words in sentences. If this principle is accepted, it has far-reaching implications as to which parts of a given dialogue (conversation) being taught merit intensive instruction. Consider the following lines, taken from a dialogue in *English for Today: Book One*[1]:

Dick: My sister Betty is going on a trip. She's going with your Aunt Sue.

Tom: Really? Where are they going?

Dick: They're going to New York.

One basic sentence pattern recurs in this conversation, with some variation in each recurrence. This pattern is:

NOUN	+	BE	+	VERB	+	PREPOSITIONAL PHRASE	
My sister Betty		is		going		on	a trip
She		's		going		with	your Aunt Sue
They		're		going		to	New York

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[1] National Council of Teachers of English. *English for Today: Book One*, p. 77.

By substituting words within this sentence pattern, a speaker can create new sentences covering a wide variety of situations. This pattern, like other basic sentence patterns, is potentially so useful that it merits intensive instruction. Students should learn this pattern so well that, given appropriate vocabulary items, they can create many sentences based on it with ease. They should also understand the meaning of the words which are included in a dialogue such as the one used in the example, but they need not control the words as well as they do the sentence pattern.

SEQUENCE, PACE, AND SATURATION IN TEACHING SENTENCE STRUCTURE

An effective sequence in teaching sentence patterns is to proceed from simple patterns to increasingly more complex ones.

If the teacher elects to begin instruction by teaching students to construct sentences with the verb "be" used as an auxiliary, one possible sequence to follow would be:

$$\text{(1)}\quad \text{He's}\ \left\{\begin{array}{l}\text{writing}\\ \text{reading}\\ \text{singing}\end{array}\right\}$$

$$\text{(2)}\quad \text{He's}\ \left\{\begin{array}{l}\text{writing a letter}\\ \text{reading a story}\\ \text{singing a song}\end{array}\right\}$$

$$\text{(3)}\quad \text{He's}\ \left\{\begin{array}{l}\text{writing her a letter}\\ \text{reading her a story}\\ \text{singing her a song}\end{array}\right\}$$

NOTE: The brackets indicate that any words appropriate to the student's level may be substituted, provided they fit sensibly in the context of the pattern being used.

The teacher, in using this sequence, is moving the students from the simple to the more complex. As an additional example, suppose the teacher wants the students to learn to construct sentences such as "He's going to read me a story." An effective sequence to teach this would be:

$$\text{(1)}\quad \text{He's going to}\ \left\{\begin{array}{l}\text{read}\\ \text{paint}\\ \text{sing}\end{array}\right\}$$

$$\text{(2)}\quad \text{He's going to}\ \left\{\begin{array}{l}\text{read a story}\\ \text{paint a picture}\\ \text{sing a song}\end{array}\right\}$$

$$\text{(3)}\quad \text{He's going to}\ \left\{\begin{array}{l}\text{read me a story}\\ \text{paint me a picture}\\ \text{sing me a song}\end{array}\right\}$$

Once again the teacher is moving his students from learning a simple construction to learning more complex ones.

The teacher may choose to delay the teaching of sentence patterns which use "be" as an auxiliary. He may want instead to begin by teaching sentence patterns which use regular verbs. An effective sequence to do this would be to again move gradually from the simple to the complex. Once the teacher decides whether to begin with sentence patterns which use "be" or with those which use regular verbs, he should continue to build on the basic pattern he has chosen. He should not alternate from one type of sentence construction to another because doing so results in a lack of sequence which can confuse the students.

The learning of complex sentences is not necessarily difficult.

A student can learn to use a complex sentence pattern with ease if it is approached step by step. Only when the teacher fails to provide the sequence of graded steps which leads to the student's control of a complex utterance does that utterance become difficult to learn. If the student is adequately prepared, he will find little difficulty in learning complex utterances.

> Providing intensive practice of only one sentence pattern at a time simplifies the student's learning task and helps to achieve saturation of the pattern being taught.

Learning a sequence of sentence patterns can be compared with climbing a staircase. It is easier to take one step at a time. Similarly, the student should progress stepwise in learning sentence patterns, gaining a firm foothold on one pattern before progressing to the next. The student should possess the following degrees of control over each pattern before approaching a new one:

1. He should be able to understand spoken sentences formed from the pattern being taught.
2. He should be able to produce orally many sentences based on that pattern.
3. He should be able to produce the sentence pattern with its proper intonation pattern.

When the student has reached this degree of control over a sentence pattern, he knows it well enough that he is ready to proceed to the next step--intensive practice in the use of a new sentence pattern.

NOTE: It is highly probable that a given dialogue, whether it be teacher-written or a part of the student's text, will contain several different sentence patterns. This is in accord with normal conversation in which speakers usually use several different sentence patterns. The point of the preceding discussion is that students should receive intensive instruction in only one pattern at a time. Patterns which occur incidentally in a dialogue need be taught only to the degree that understanding of the dialogue is ensured. Students need not be expected to develop immediate control of all new patterns which appear in a given dialogue.

PROVIDING INTENSIVE PRACTICE OF SENTENCE PATTERNS--ORAL PATTERN DRILLS

Oral pattern drills provide students with controlled, intensive practice in using English sentence patterns. Pattern practice leads to habitual use of correct language patterns. Four basic pattern drills are frequently used in ESL classes:

1. Repetition Drills
2. Chain Drills
3. Substitution Drills
4. Transformation Drills

Having a system of hand signals is helpful to cue the desired responses from students when using these drills. Use of these signals enables the teacher to make efficient use of time and to direct oral practice with maximum control. As an example, one motion of the hand may be established as a signal to answer a question, another as a signal to repeat a question. One cue may indicate that the entire class is to respond, another that only one student is to respond.

Repetition Drill

Repetition drills provide students with the opportunity to imitate utterances modeled by a speaker of the language. They are commonly used to present new material. They may be continued until the students can repeat the new material being taught accurately and easily. Repetition drills are useful in introducing the lines of a new dialogue. The following dialogue is from *English for Today: Book One*.[1]

Teacher: Good morning.

Student: Good morning.

Teacher: How are you?

Student: I'm fine, thank you. And how are you?

Steps of Presentation

STEP 1: Teacher cues class to listen. — No response

Good morning.

Good morning.

Good morning.

(further repetition if necessary)

NOTE: Students should have the opportunity to hear correctly several times what they are expected to imitate.

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[1] National Council of Teachers of English. *English for Today: Book One*, p. 12.

STEP 2: Teacher cues whole class to imitate him.

Model	Response
Good morning.	Good morning.
Good morning.	Good morning.
Good morning.	Good morning.

(further repetitions until the class imitates well)

STEP 3: Teacher cues various small groups to imitate him. It is valuable to have small groups repeat the utterance because the teacher can more easily check each student's progress when he responds as part of a small group. The teacher may cue several different types of small groups.

Model	Response
Good morning.	Boys: Good morning.
Good morning.	Girls: Good morning.
Good morning.	Row 1: Good morning.
Good morning.	Row 2, 3 or 4: Good morning.

(further repetitions as necessary)

STEP 4: Teacher cues individuals.

Model	Response
Good morning	Individual: Good morning.

(further repetitions as necessary to achieve accurate imitation.)

The third line of the dialogue can be taught the same way as the first. The fourth line, due to its length, requires a different treatment. Lengthy utterances are more easily learned when broken into smaller units.

Line 4: I'm fine, thank you. And how are you?

The teacher says the entire line. He and his students may then proceed by going through steps one through four with the final segment of the line, "And how are you?" When the students can control this segment of line four satisfactorily, they go through the same four steps with "I'm fine, thank you." When both segments of this line have been learned, they are joined; and the class continues to do repetition drill with the entire line until they can make an accurate imitation of their teacher's model.

Chain Drill

Chain drills provide students with the opportunity to practice speaking in a situation which resembles that of normal communication. Only one student speaks at a time. Each student replies to a question asked of him. He then asks the same question of another student. In the following seating arrangement of a class, each arabic numeral represents a student in one of four rows.

Row I	Row II	Row III	Row IV
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

The teacher might conduct chain drills as follows, indicating students to participate either by pointing or by saying their names:

Model		Response	
Teacher:	How are you?	Student 1:	I'm fine, thank you.
Student 1:	How are you?	Student 9:	I'm fine, thank you.
Student 9:	How are you?	Student 4:	I'm fine, thank you.
Student 4:	How are you?	Student 12:	I'm fine, thank you.
Student 12:	How are you?	Student 2:	I'm fine, thank you.
Student 2:	How are you?	Student 11:	I'm fine, thank you.

By having students speak to others in different areas of the room, rather than to those sitting nearby, the teacher forces them to speak more loudly and clearly. Those students not speaking then become involved in listening practice. When chain drills are conducted according to the suggested format, i.e., Row I conversing with Row III, or Row II with Row IV, each student is able to anticipate when and how he will respond. His chances of responding correctly are therefore increased.

The teacher can vary chain drill activity by conducting "spot chain" drills. In this type of drill the teacher "spots" or chooses at random, students to participate in the drill. He does not follow a pattern as he does in selecting students to participate in regular chain drills. This type of drill provides a means for the teacher to keep students alert, for they cannot anticipate when they will be chosen to participate.

Substitution Drill

Once a student has learned to say a sentence, such as "I'm going to study," he is ready to construct other sentences based on the same pattern. The substitution drill may help him learn to do this. In this type of drill, students are cued to substitute words within a pattern being practiced. While the student is concentrating on substituting words, he is continually repeating the same sentence pattern. The primary purpose of substitution drills is to lead the student to the habitual, correct use of sentence patterns. The words being substituted are only of secondary importance. There are several types of substitution drills. The following examples show how these various drill types may be conducted:

1. The Four-Phase Drill: This drill provides much practice in repetition, but still involves substitutions. The student receives immediate confirmation of his first response, and then repeats it once more.

   Teacher's Directions:

   (pointing to himself) I will say, "He's going to study."

   (pointing to students) You will say, "He's going to study."

   I will repeat, "He's going to study."

   You will repeat, "He's going to study."

   I will then say, "play," and you will say,

   "He's going to play."

Model	Response
He's going to study.	He's going to study.
He's going to study.	He's going to study.
______________ play.	He's going to play.
He's going to play.	He's going to play.
______________ work.	He's going to work.
He's going to work	He's going to work.
______________ read.	

2. The Three-Phase Drill: In this drill the teacher confirms the students' response, then cues another word for substitution, rather than having the students do a second repetition. This drill proceeds more quickly than the four-phase drill.

   Teacher's Directions:

   (pointing to himself) I will say, "He's going to study."

   (pointing to students) You will say, "He's going to study."

   I will repeat, "He's going to study."

   I will then say, "play," and you will say,

   "He's going to play."

Model	Response
He's going to study.	He's going to study.
He's going to study.	
____________ play.	He's going to play.
He's going to play.	
____________ work.	He's going to work.
He's going to work.	
____________ read.	He's going to read.
He's going to read.	
____________ dance.	

3. The Two-Phase Drill: In this drill, the teacher gives a cue and the student responds. The teacher then gives a new cue. The confirmation step is eliminated with the result that this drill proceeds very quickly. This drill is appropriate for material which students control well enough that they do not need the extra practice provided by three- and four-phase drills.

Teacher's Directions:

(pointing to himself) I will say, "He's going to study."
You will say, "He's going to study."
I will then say, "play" and you will say,
"He's going to play."

Model	Response
He's going to study.	He's going to study.
____________ play.	He's going to play.
____________ work.	He's going to work.
____________ read.	He's going to read.
____________ dance.	He's going to dance.
____________ sing.	He's going to sing.
____________ paint.	He's going to paint.

Through the repeated use of the pattern NOUN + VERB + INFINITIVE in the drill on the preceeding page, the students develop the habit of producing the pattern with the correct sequence of vocabulary items and with the appropriate intonation pattern.

A variation of this drill type is the "multiple" substitution drill. In this type of drill the students alternately substitute words in different parts of the sentence pattern. In the following example, the students shift alternately from substituting in the infinitive position to the subject position.

Teacher's Directions:

I will say,	"He's going to study."
You will say,	"He's going to study."
I will then say,	"read" and you will say,
	"He's going to read."
I will then say,	"Bill," and you will say,
	"Bill's going to read."

Model	Response
He's going to study.	He's going to study.
____________ read.	He's going to read.
Bill ____________.	Bill's going to read.
Tom ____________.	Tom's going to work.
____________ play.	Tom's going to play.
He ____________.	He's going to play.

This drill is more complicated than the simple substitution drill; therefore the students need to be gradually prepared to do it. Being able to do simple substitution drills easily before attempting this type of drill increases the students' chances of success.

Transformation Drill

Transformation drills provide practice in manipulating both the structure of sentence patterns and the forms of the words within the patterns. This type of drill is a relatively complex one. Its complexity stems from the fact that it requires students to make changes in the model sentence which are more complex than the changes involved in substitution drills. In transformation drills the teacher leads students to make changes in number, tense, word order, and so forth.

Directions may be given in the same way as that illustrated for substitution drills; however, due to the complexity of these drills, the teacher may find it necessary to demonstrate several examples of the changes students will be making. If after the teacher's examples, some students still do not understand, it is sometimes helpful to perform the drill with a good student who understands and who enjoys being the center of attention.

Examples:

1. Directions: I'll make a statement. You change it to a question.

   I'll say, "He's a teacher."

   You'll say, "Is he a teacher?"

   I'll repeat, "Is he a teacher?"

   I'll then say, "He's a mechanic."

   You'll say, "Is he a mechanic?"

Model	Response
He's a teacher.	Is he a teacher?
Is he a teacher?	
He's a mechanic.	Is he a mechanic?
Is he a mechanic?	
He's a doctor.	Is he a doctor?
Is he a doctor?	
He's a student.	Is he a student?
Is he a student?	

2. Directions: Say these sentences after me, using he or she for the names you hear.

   I'll say, "John likes to read."

   You'll say, "He likes to read."

Model	Response
John likes to read.	He likes to read.
Mary likes to read.	She likes to read.
Bill likes to read.	He likes to read.
Sue likes to read.	She likes to read.
etc.	

3. Directions: I'll say, "He's studying now."
You'll say, "He's studying now."
I'll say, "they," and then
You'll say, "They're studying now."

Model	Response
He's studying now.	He's studying now.
They ____________.	They're studying now.
She ____________.	She's studying now.
We ____________.	We're studying now.
I ____________.	I'm studying now.

4. Directions: I'll say, "He's studying now."
You'll say, "He's studying now."
I'll say, "yesterday," then
You'll say, "He studied yesterday."

Model	Response
He's studying now.	He's studying now.
____________ yesterday.	He studied yesterday.
He's playing now.	He's playing now.
____________ yesterday.	He played yesterday.
He's learning now.	He's learning now.
____________ yesterday.	He learned yesterday.

In doing transformation drills, students must make choices, often complex ones. Their ability to make these choices demonstrates the degree of control they have over the material which has been taught. Being able to imitate utterances and to substitute words correctly within sentence patterns is only a beginning step in learning. Control or mastery of language requires the ability to change both the forms and the order of words to create sentences. The transformation drill develops the student's skill in selecting the correct forms of words and provides practice in placing them in the word order necessary to communicate the speaker's intended meaning.

BEYOND THE PATTERN DRILL

BEYOND THE PATTERN DRILL

Oral pattern drills are excellent for teaching sentence structure. To use them, the teacher must be sensitive to the tempo at which he paces the drill and to the direction of the drill. Pattern drills are most effective when their pace is rapid and when students engage in doing them for only short periods of time --perhaps five or ten minutes. Conducting drills too slowly or for too long a time may well result in the students' becoming bored. Because of this danger, using a large variety of other activities in addition to pattern drills is helpful for keeping the class interesting and lively. These activities beyond the pattern drill serve another purpose. They lead students gradually away from functioning only in highly controlled activities toward functioning in activities in which they use English in less structured situations. Some suggested class activities which lead students beyond the pattern drill are described in this section. These activities are grouped according to whether they primarily emphasize the use of spoken or written English.

In this guide, the teaching of sentence patterns and of the features of pronunciation have been considered separately. This has been done to facilitate discussion. In oral communication, sentence patterns cannot be separated from pronunciation. It is apparent that in teaching a pattern such as that represented by the sentence "He wants a baseball," the teacher will also be teaching the intonation pattern which normally occurs with this type of sentence, i.e. "He wants a baseball." Because of this interaction, some of the suggested activities in the following section may be used for teaching stress and intonation as well as for teaching the structure of sentences.

ORAL ACTIVITIES FOR TEACHING SENTENCE STRUCTURE

Using Visuals to Provide Practice with Sentence Patterns

If the teacher is using *English for Today*, he will be able to stimulate much oral activity with the picture cue cards designed to correspond with each chapter of Book I of the series. These cards illustrate most of the items commonly taught in beginning ESL classes, e.g. familiar classroom objects, measurements, colors, occupations, time, family relationships, common action verbs, etc. Picture cue cards may be used in some of the following ways:

1. The teacher models a statement describing a picture to which he is pointing and the students imitate the statement.

2. The teacher, pointing to a picture, asks a question. The class responds by using a statement which they have learned through imitation.

3. After all the items on a picture card have been learned, the teacher selects students to question the class about the pictures. Each student may ask only one question, or he may ask as many as he is capable of asking. He may do this either from his seat or from the front of the room.

4. The teacher starts a chain drill by asking a student a question about a picture. He then gives the card to the same student, who questions another student. The process continues as long as the students are interested. Activities such as this and the preceding one are valuable because they provide practice in formulating questions and because they involve students actively.

5. Later in the course, when students have gained control of enough sentence patterns and an adequate vocabulary, the teacher may elicit relatively lengthy conversations with more complex pictures. For example, a card may be shown illustrating a family having dinner. Two students asked to converse about the picture might do so in the following way:

   Student 1: What are they doing?

   Student 2: They're having dinner.

   Student 1: What are they eating?

   Student 2: They're eating beef, salad, and bread.

   Student 1: Does the boy like his dinner?

   Student 2: Yes, he does.

   Student 1: Are they going to have dessert? etc.

> To carry on a complex discussion such as that illustrated on the previous page requires that students have rather good control of many structures and many vocabulary items. Prior to creating a conversation this complex, the student will need practice in developing simpler conversations with only slight variation in the types of sentences produced.

All of the suggested uses of pictures can be carried out even though the teacher has no visuals designed to accompany his text. Other sets of visuals are available commercially, and San Diego City Schools has available a set of pictures which illustrates both regular and irregular verbs. If the teacher can obtain no prepared picture sets, he may even make his own. Although producing visuals is time-consuming, the effort is well worthwhile, since they can be used so effectively in teaching.

Even if a teacher does have sets of visuals available, he may wish to create some of his own. He might create pictures depicting humorous situations. These may be used to encourage students to create a dialogue based on the pictures. One way to induce students to create dialogues is to put a picture on a transparency, show it to the entire class, and then let the class decide what the characters in the picture are saying. After doing this preparatory activity, the teacher may distribute copies of the picture to each student and have each student write his own version of the imaginary conversation taking place. This second step is, of course, applicable only if the students have developed some skill in writing. This type of activity is usually quite enjoyable for students, and it is instructive.

Pictures are effective when organized into sets based on the specific language element being studied. If pictures are being used to cue practice of the past tense of regular verbs, those pictures which induce the use of irregular verbs might be inappropriate. The teacher might get better results by using at one time only pictures which illustrate regular verbs. A picture illustrating the sentence "She's crying" may not fit in a set of pictures which illustrates verbs that require an object, as in "She's buying a hat," and "She's wearing a coat."

Using Tapes to Provide Practice with Sentence Patterns

Three uses of tapes to provide practice with sentence patterns are described below:

1. If the teacher wishes to teach sentences which follow the pattern "They like to study," he can cut a strip of blank tape about eight inches long, twist it once, join its ends, and then record "They like to study." Such a section of tape is called a tape loop. When the student plays the loop, he will hear the utterance repeatedly. A silent period, as long as the utterance itself, is provided by the twist in the tape. This silent period allows the student time to imitate the model. The student receives immediate reinforcement or correction after each attempted imitation.

2. The teacher may wish to try giving pairs of students one three-inch tape reel on which they are directed to record sentences based on the pattern(s) which they have been studying. Each pair of students might take two or three minutes to conduct a conversation using the patterns suggested by the teacher. In addition to providing the students with the opportunity to practice producing variations of known sentence patterns, this activity enables them to check their rate of progress in learning English. Once the students are capable of doing so, the teacher may wish to encourage them to converse freely in any way they can during their taping sessions. This second type of recording activity approximates a normal conversation situation.

3. Some texts are correlated with sets of tapes which provide practice with the sentence patterns and vocabulary included in each unit. These tapes are valuable in several ways:

   a. They may be used to provide students with practice in both hearing and imitating sentence patterns being studied.

   b. They may be used to enable the teacher to give intensive oral practice without leading drills himself.

   c. If the students are following the text as they listen to the tape, they are getting practice in associating sounds with their graphic symbols.

Tapes should be used to provide the students with practice of material the teacher has previously taught. They may be ineffective if students have not previously practiced with the teacher the material which is on them. The students also need to be familiar with the types of drills and directions used in the tapes if they are to understand and keep pace with them. In their first attempts to use tapes, the students will probably need much assistance from the teacher.

Using Isolated Words to Cue Sentence Construction

The following examples show ways to conduct controlled practice with sentence patterns by giving carefully selected words as cues to make sentences:

Example 1: Let us assume that the teacher has taught both the present and past tense forms of regular verbs and that the students are able to use these forms correctly in pattern drills. In this activity the teacher directs one student at a time to make a sentence using the two words he says. The teacher performs examples as necessary. In this example, the student may select any appropriate words to make a sentence, but he is restricted in his use of tense by the cue words.

Cue	Response
work...now	I'm working now.
study...last night	She studied last night.
work...every day	He works every day.
play...yesterday	He played baseball yesterday.

Example 2: Let us assume that the teacher has taught "tag" questions until the students have demonstrated control of them in pattern drills. In this activity, he directs one student at a time to make a question using the two words he says. He chooses his cue words so that some require the students to make tag questions, while others do not.

Cue	Response
is...isn't	He's a student, isn't he?
are...teachers	Are they teachers?
are...aren't	They're doctors, aren't they?
is...mechanic	Is he a mechanic?

In both examples the teacher, by choosing the cue words carefully, is giving controlled practice with those features of English which he wishes to emphasize. At the same time the students are able to practice creating sentences with less control than in other more structured activities, such as pattern drills. This type of activity constitutes a gradual step away from highly controlled activities toward the student's independent creation of correct English sentences.

Using Games to Teach Sentence Patterns

Games have great teaching potential; they can make learning fun. Having a number of learning-games at his disposal may help the teacher stimulate the students to participate actively in class. The type of games which a teacher uses will depend on his students' ability in English and upon their ages, but neither of these criteria is more important than the teacher's attitude toward games. If the teacher has fun with learning-games, his students probably will, too. If he uses games as a relief from more demanding activities, and not too frequently, the students will continue to enjoy the same games throughout the year. The four games described below may be useful for providing students with oral practice of sentence patterns. A further description of games to be used for other purposes appears in the next section of the guide.

1. I'm thinking of...

Purpose: To provide practice with sentences based on a given sentence pattern.

Directions for play:

In this game a set of perhaps six to eight pictures, each one depicting an action, is displayed where the entire class can see them. Each action can be described with a sentence based on a pattern the students have been practicing.

Example: The boy's playing a game.
The girl's buying a hat.
The man's eating a sandwich.
The woman's reading a book. etc.

One student is chosen to begin the game. He "thinks of" one of the displayed pictures. The object of the game is for other students to indicate which picture he is thinking of. The student who is thinking of a picture calls on a student who says, "You're thinking of 'The boy's playing a game.'" If this student has indicated the correct picture, it becomes his turn. He then thinks of a different picture and the game continues. When guessing, students are not allowed to point at a picture. They must say the sentence which is portrayed by the picture, since the primary goal of the game is to develop the students' ability to use a given sentence pattern.

2. I'm going to (be)....

Purpose: To provide practice in making questions based on a given sentence pattern.

Directions for play:

A student thinks of an occupation. The other students then try to guess what he is going to be. Students express their guesses as follows:

Are you going to be a plumber?

Are you going to be a doctor? etc.

When a student guesses correctly, he then replaces the first student and he thinks of a different occupation. The game continues. The teacher can vary this game to teach many different patterns. For example, early in the course, the students might play this game with a simple pattern, such as "Are you a mechanic?" Later in the beginning level course, after students have been introduced to "tag" questions, they might use a pattern such as "You're going to be a mechanic, aren't you?"

3. Tic-tac-toe

Purpose: To provide practice with whatever feature(s) of English the teacher wishes to incorporate in the game.

Directions for play:

The teacher draws four intersecting lines on the board. He then writes vocabulary items in the boxes created by the intersecting lines, as is done in the following games:

Examples:

1	8	4
6	5	3
9	2	7

Bill	Dick	Sue
Alice	Tom	Mary
Joe	Ed	John

She and I	I	we
he	you	she
you and she	they	you and I

now	sometimes	often
last week	yesterday	everyday
today	last month	two weeks ago

Two teams are needed to play this game. Individuals from each team are alternately called upon, either to say a word which occurs in one of the boxes, or to create a sentence using one of the boxed words. If a student responds correctly, the teacher places a mark for that student's team in the box containing the word(s) he used. To win, a team must earn marks in any three consecutive boxes in a horizontal, vertical, or diagonal line.

The first two games shown here are very simple ones, since only one-word responses are needed. These might be used at the outset of the course. The teacher may use the first game for teaching numbers, the second for teaching names. If he wishes, both games may also be used as pronunciation exercises.

The third game is more complex. In it the student is directed to make a sentence. He must construct a sentence which has both correct word order and subject-verb agreement.

The fourth game (described below) is the most complex of the four examples. It requires the student to construct a sentence which uses correct word order, subject-verb agreement, and the correct tense of the verb when it appears with the time indicators (words) selected for this game. Obviously the fourth game requires much preparation.

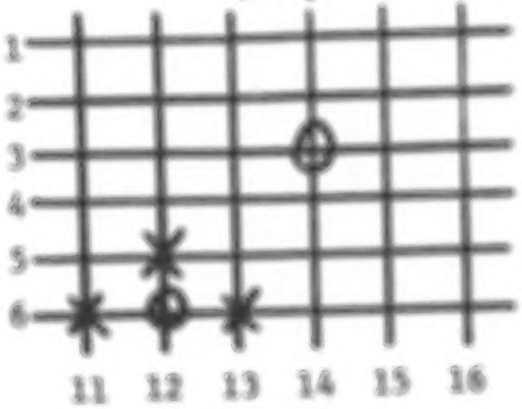
4. Surround

Purpose: To provide practice with whatever features of English the teacher wishes to incorporate in the game.

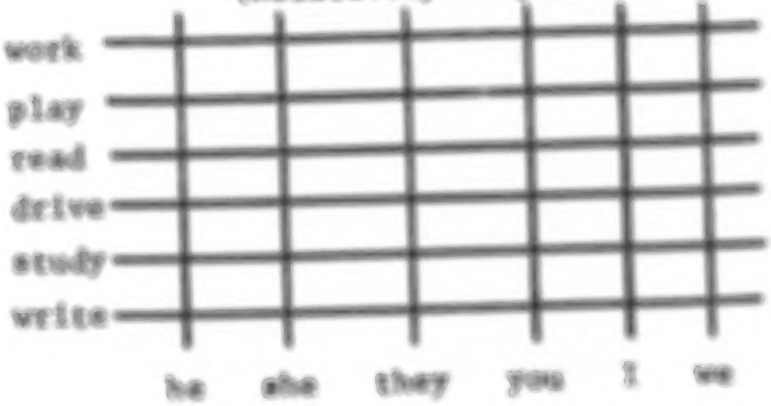
Directions for play:

The teacher draws a graph on the board. He may then write either a word or a number, depending on what he wants to teach, at the end of each line as shown in the sample games below. Two teams are needed to play this game. Individual students from each team respond alternately. A student who responds correctly, that is, as directed by the teacher, earns a mark on the graph. The team which at completion of the game has the largest number of marks on the graph wins. Again, the teacher limits the complexity of the material used in the game according to the proficiency of his students. Games illustrating two degrees of complexity follow:

Game I: NUMBERS
(Easy)



Game II: SUBJECT-VERB AGREEMENT
(Relatively Complex)



Teacher's Directions for Game I: Say one number from this side (pointing at the vertical side) and one from this side (pointing at the horizontal side).

TEAM X -- Individual Responses by Students	TEAM O -- Individual Responses by Students
1st player: 6 and 11 (The teacher marks an X at the intersection of 6 and 11.)	2nd player: 6 and 12 (The teacher marks an O at the intersection of 6 and 12.)
3rd player: 5 and 12 (The teacher marks an X at the intersection of 5 and 12.)	4th player: 3 and 14 (The teacher marks an O at the intersection of 3 and 14.)
5th player: 6 and 13 (The teacher marks an X at the intersection of 6 and 13. He then erases the O at the 6 and 12 intersection because it has been "surrounded", that is, cut off from all ADJACENT intersections.)	

The game continues in this fashion. Each time a player's mark is "surrounded," it is erased. It is possible to "surround," or cut off, several marks at once. If this occurs, all the surrounded marks are erased. At the end of the game, all intersections will be occupied by either X or O. Whichever team has the largest number of marks remaining on the graph wins. A full game of the size illustrated usually takes about ten minutes to play. Of course, the teacher may vary the length of the game by using either fewer or more lines.

The first game, for teaching numbers, might be used in the beginning weeks of the course. The second game, in which the teacher directs students to say sentences using one word from each side of the graph, could not be used until the teacher had taught the personal pronouns and the verb forms which each pronoun requires.

If the teacher does not wish to take time for an entire game in one period, he may place his graph on a transparency and play a partial game. The transparency can then be used on a later day to resume the game.

Using Informal "Discussion" to Practice Sentence Patterns

In this type of activity the teacher has two primary objectives:

1. To provide students with an opportunity to go beyond the imitation and mechanical manipulation of sentences, i.e. to give students an opportunity to communicate real information.

2. To provide "free" practice with a group of sentence patterns students have learned previously.

The teacher retains relatively little control in this free communication situation. He maintains this control by carefully choosing the sentences he uses to initiate conversation. He attempts to choose sentences which will elicit responses based on sentence patterns which the students already know. This activity is conducted in the first person because it is an attempt to make the use of English a personal, significant experience for the student. He is to communicate with the teacher and his classmates.

Teacher	Student
I'm going to stay home this weekend.	
What are you going to do, Luis?	Luis: I'm going to Tijuana.
What are you going to do there?	Luis: I'm going to see a movie.
That sounds like fun.	
Jose, what are you going to do this weekend?	Jose: I'm going to play soccer.
Where are you going to play?	Jose: I'm going to play at the park.
Maria, what do you want to do tomorrow (Saturday) night?	Maria: I want to go to a dance.
Do you go to a dance every Saturday night?	Maria: No, I don't. Sometimes I stay home.
(to class) Is anyone going to study this weekend? etc.	Note: If the teacher occasionally directs his questions to the entire class, he will get participation from more students.

In the above conversation, the teacher is doing two things:

1. He is attempting to talk with his students about things that are real and important to them.
2. He is guiding the students' responses by asking questions which they can answer by using sentence patterns they already know. Any patterns may be used as long as students have practiced them enough to use them without much difficulty.

Friday is a good day for an activity such as the one above. In it, students are practicing "going to" and "want to," thus using structures which are appropriate to tell what they are really going to do, or want to do, on the weekend. After the students have developed some proficiency in using the past tense with a number of verbs, Monday becomes a good day to have a similar conversation initiated by the teacher's question "What did you do on the weekend?" In these less controlled communication situations errors may be made. This is to be expected. The teacher need not feel that he should correct each one because a principle objective in these activities is to encourage self-expression. The goal is not to understand every word, but rather to understand the ideas and situations being discussed. The conversation should flow. The discovery that he is able to communicate in a relatively free flow of conversation creates a satisfying and stimulating feeling in the student. It reinforces whatever desire he may already have to learn English.

An additional activity which creates a situation similar to real communication is suggested in the section (of this guide) entitled "Using Tapes to Provide Practice with Sentence Patterns."

READING AND WRITING FOR REINFORCEMENT OF ORAL INSTRUCTION

Discussion of teaching techniques in this guide has so far been limited to those techniques which involve listening and speaking. This limitation has been observed because of the following generally accepted principle:

> An effective sequence for teaching English is to develop students' ability first to hear the sounds of the target language, then to speak them, and finally to read and write the graphic representations of these sounds.

This sequence is a logical one for the beginning level of instruction. The teacher would be creating certain hazards if he asked a student to pronounce a written word before he had heard it, or to write a word before he had seen it. Teachers have found that students who first encounter English in its written rather than its spoken form have great difficulty in learning to hear and pronounce English correctly. These students develop misconceptions as to how words sound, because they tend to mistakenly impose the pronunciation system of their native language upon printed English words and sentences. Further, even if they do learn to pronounce a word correctly, they often are unable to recognize it when it occurs in a spoken sentence, because it sounds different from what its written form leads the students to expect. For example, "What are you doing?" sounds more like "Whutrydoin?" or "Whuchadoin?" in the English that students will hear in communication situations outside the classroom. The student who learns this sentence visually first expects to hear four clearly separated words, because that is what he sees on the printed page.

In short, the printed forms of words are potentially misleading. The teacher can greatly reduce the student's possibility of mispronouncing or confusing one word with another by providing oral practice with words before attempting to teach their printed forms, and by systematically teaching the sound-letter correspondences.

Further clarification of the last statement is necessary to avoid its possible misinterpretation. If does not mean that the reading and writing of English must be delayed until the student has learned to hear and produce a large number of English sentences. Nor does it mean that no reading and writing is permissable in a beginning level second language class. It does have the following implication, however:

> If the teacher wishes to have students read or write material, he can probably help them to avoid making mistakes and to learn more efficiently by having them practice material orally before asking them to read or write it.

For example, after having students practice orally "What's your name? My name is ____________," the teacher may wish to have students write these sentences. After writing the question and its answer on the board, the teacher might take the following steps:

1. He reads the question and the answer aloud several times to the class.
2. He has the entire class read the question aloud several times after him. Then he does the same with the answer.
3. He has one group read the question and another, the answer.
4. He asks the question of individuals and has them answer using their own names.
5. He has students copy the question and its answer several times.

For some students, seeing a word or sentence soon after hearing it may be very helpful in learning it. An effective approach may be to have students hear, say, read, and write each new piece of material before going on to more new material. The teacher will have to make the decision as to what approach is best for particular students, since there is still much controversy over when it is best to expose the learner to the written forms of the target language.

Students learning English as a second language, no matter what their age may be, are faced with a learning task in reading which is usually met by native speakers of English in the primary grades, if not before. They must learn to associate each sound of English with its graphic symbol. Students can learn to make this association of sound and symbol in reading activities such as the one mentioned earlier. In such an activity, students read material from the board which they have already learned orally. They are concerned primarily with finding out how the sentence "My name is __________." appears in print. Learning how this sentence is represented visually may also contribute to the student's mastery of the sentence pattern upon which it is based. In other words, READING MAY REINFORCE THE STUDENT'S CONTROL OF MATERIAL LEARNED ORALLY.

Like reading, writing may be used to reinforce oral instruction. Having students write material which they have already learned to say may help them to remember it. The writing that beginning level students can do is, of course, limited to those words and sentence patterns with which they have had considerable practice. For example, they can copy dialogues which they have learned. Given appropriate vocabulary items, they can write sentences based on sentence patterns they know. They can complete partial sentences if they have adequate preparation to do so. All of these writing activities, and others based on previous oral activities, may serve to reinforce what students have learned orally. The following section of the guide lists specific ways in which writing, as well as reading, may be used effectively in beginning level instruction for students of English as a second language.

USING READING AND WRITING ACTIVITIES TO TEACH SENTENCE PATTERNS AND INTONATION PATTERNS

Because they involve reading and writing, the activities which follow might be most useful with students who have previously developed some skill in reading and writing their native language. Those students whose language uses a writing system similar to English, such as that of Spanish, will be able to transfer their skills in reading and writing to English, at least in part. Some students, however, come into the English classroom with no prior training in reading or writing in their native language. For these students the following activities would probably be too difficult, since they are based on the assumption that students have some experience in reading and writing. If the teacher finds that some students are unable to function in activities involving the printed word, he should attempt to arrange for these students to receive special instruction in the mechanics of reading and writing. Individual tutoring may be helpful, even necessary.

Activity One

Reading and copying sets of sentences based on a single sentence pattern.

Purposes: -To lead students to perceive that many sentences can be created from a given pattern.

-To provide controlled practice in forming sentences based on a given pattern.

-To provide practice in correlating spoken words with their written counterparts.

Let us assume that the students have already practiced orally the pattern, NOUN + BE + VERB + -ING. They are able with little difficulty to speak many sentences based on this pattern.

On the board the teacher writes: "What's your friend doing? He's studying." He then asks a student to tell him what some other student is doing. If the student replies "He's listening," the teacher writes "listening" directly below the word "studying." This questioning process continues until perhaps five to ten words are written in a row beneath the word "studying." The list might appear as follows:

What's your friend doing? He's studying.
listening.
reading.
writing.
playing.
thinking.
laughing.
talking.

The teacher may then direct one student to read the question and another to answer him. Since there are eight different responses, sixteen different students could be involved in this question-answer drill.

Instead of having students read the questions and answers, or following the reading of them, the teacher might direct the students to copy the question and the first answer, and then to write the complete question and answer for each of the subsequent substitutions. Having students write each question and answer directly below the previous one will help the student to perceive that there is a pattern involved in constructing sentences, that this pattern requires a certain word order, and that certain types of words fill specific positions in the pattern. Probably very few students will recognize the pattern the first time they do this type of activity, but repeated activities of this nature can be of great help to them in learning sentence patterns.

Activities such as this are especially helpful in teaching a student to use forms that are not used in his native language. For example, in English certain sentences can be transposed to form questions only by using a form of the verb "do," while others simply require the inversion of the subject and the auxiliary verb to form questions. Spanish speakers often have difficulty in learning to make questions which require the use of a form of "do," because in Spanish questions are usually made by inversion of subject and verb. Practicing the following exercise may be very helpful to them, since it helps them to visualize the question pattern and to form this habit of including a form of "do" in its proper position to form this type of question:

Does he want to go?
work?
play?
sing?
dance?
etc.

Activity Two

Reading and copying patterned sets of sentences to teach intonation.

Purpose: To lead students to associate correct intonation patterns with appropriate structural patterns.

On the board the teacher writes a statement such as "He's reading a book." He then asks students to make similar oral statements, which he or a student writes on the board. The result might be the following group of sentences:

He's reading a book.
She's making a dress.
He's writing a letter.
She's singing a song.
He's drawing a picture.

She's telling a story.
He's studying a lesson.
She's eating a sandwich.

First the teacher leads his students in repetition of each sentence, checking that they use the correct intonation. The teacher next says, "He's reading a book" and simultaneously draws a line through the sentence illustrating its intonation. He may then repeat the sentence several times, each time following the line with his hand. If necessary, he may do the same with the second sentence. He may then have a student come to the board and do the same with the remainder of the sentences, while students at their desks copy them and draw lines to indicate the intonation.

Questions, both those formed by inverting the subject and verb and those beginning with interrogatives, can be taught in the same way.

Once students have sufficient practice with two or three sentence structures and their appropriate intonation patterns, students may be asked to differentiate among them. For example, the teacher may ask students to come to the board and draw lines to indicate the intonations of several different sentence structures, such as:

Is he working?
What's he doing?
He's working.
Are you a student?

Activity Three

Using incomplete sentences to teach sentence patterns.

Purpose: To provide students with practice in constructing sentences based on known sentence patterns.

After intensive practice, both oral and written, of a given sentence pattern, students are directed to complete sentences based on the same pattern, as in the following examples:

Written Cues	Students' Sentences
He's a ____________.	He's a doctor. He's a student. etc.
He wants a ________.	He wants a book. He wants a pencil. etc.
He likes to _______.	He likes to study. He likes to dance. etc.

When students are familiar with this type of activity, the teacher may wish to make the exercise more difficult by giving less extensive cues.

Written Cues	Possible Construction
He . . . book.	He's reading a book. He wants a book. He wants to read a book. etc.
She likes . . .	She likes pop. She likes to study. etc.
He . . . to sing.	He's going to sing. He likes to sing. etc.

From the last three cues students may construct a wide variety of sentences, because the cue words work in a number of different sentence patterns. This type of exercise draws on all the student knows. He must function at a level which is close to free communication, because he must choose sentence patterns and vocabulary items with almost no guidance from the teacher.

Activity Four

Combining words and phrases to construct sentences based on known sentence patterns.

Purposes:

-To increase the students' awareness of how words and phrases combine to form sentences.

-To provide students with practice in constructing sentences based on known sentence patterns.

Directions:

The teacher makes sets of cards with different components of sentences on each card. For example, one set of cards may have verbs on each card, another set nouns, another set prepositional phrases, and so on. The teacher can make the cards with tagboard and a felt pen. He may wish to use different colors for cards containing different parts of speech. The words and phrases which are included on these cards should be those which can be combined to form sentences based on patterns that the students have already learned.

To do this activity, the teacher mixes up the sets of cards and distributes some cards from each set to the students. He then directs them to combine their cards to form as many sentences as possible. After allowing students a few minutes to work, he selects students to read the sentences they have constructed.

Activity Five

Copying of dialogues.

Purposes: -To provide practice in correlating spoken words with their written forms.

-To reinforce sentences taught orally.

Copying material can be a valuable activity. It becomes more effective when it is used sparingly and in situations in which students are able to see that it will help them learn. Most students will not object to the task of copying material when the material consists of lines they have learned orally, especially if they know that they will be asked soon after to write the material without a visual model. Copying helps prepare students to take dictation. One variation of copying a complete dialogue is to copy a dialogue with certain words omitted.

Example:

The following reading selection appears in Book I of *English for Today*,[1] accompanied by a picture illustrating the actions described:

> We're working today. We're working in the house. My mother is washing the knives, forks, and spoons. My father is cleaning the floors and the walls. My aunt is painting the chairs. My uncle is closing the boxes. My brother is helping my father. My sister is helping my mother. Everyone is helping. Everyone is working.

EACH SENTENCE IN THIS SELECTION CONTAINS THE COMPONENTS, NOUN + AUXILIARY + VERB + -ING.

The underlined words are those to be omitted. They have been selected because they represent the components necessary to form sentences based on the pattern mentioned above. As the student copies, he fills in the blanks. This gives him practice in selecting the type of words necessary to fit the sentence pattern, as well as practice in associating spoken words with their written representations.

Activity Six

Dictation.

Purposes: -To provide students with practice in associating spoken words with their written representations.

-To reinforce the student's ability to use a sentence pattern he has already learned orally.

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[1] National Council of Teachers of English. *English for Today: Book One*, p. 65.

All dictation activities serve the first purpose listed. The second purpose--to reinforce the student's ability to use a given sentence pattern--can be met by dictating sets of sentences based on a given sentence pattern rather than by dictating a flow of conversation which contains several different sentence patterns.

In conducting dictation activity, the teacher will probably be most successful if at first he dictates only that material which students have already learned through oral practice, copying, and perhaps reading aloud. Students should be able to write, with little difficulty, material that they have practiced in these three ways. Later in the course the teacher may wish to have students attempt to write material which they have practiced orally but have never seen. In this type of activity the teacher can learn to what degree his students have been able to associate sounds with their written symbols.

A sample dictation exercise follows. It is based on the first three sentences of the brief reading used in the discussion of copying dialogues.

Teacher	Students
I'm going to read some sentences to you. I will say each sentence twice. The first time I say a sentence, listen to it; the second time, write it.	
We're working today. We're working today.	Students listen. During the teacher's pause, the students write, "We're working today."
Note: The next line is lengthy, so the teacher says it in two parts, being careful not to let his voice fall after the first part. If his voice mistakenly falls, the students may be led to think that the sentence has been completed. Prior to breaking the sentence into parts, the teacher says the entire sentence once.	
We're working in the house.	Students listen.
We're working We're working	Students listen. Students write "We're working"
in the house. (voice falls) in the house.	Students listen. Students write.
My mother is washing My mother is washing	Students listen. Students write.
the knives, forks, and spoons. the knives, forks, and spoons.	Students listen. Students write.

When the teacher finishes dictating the three sentences, he reads all three at normal conversational speed without the pauses which he made to permit time to write. Students make corrections during this reading.

When giving dictation practice, the teacher may have one or more students write it at the board while the others write it at their seats. The student at the board serves as a model for the others who, upon completion of the dictation, can correct his work if necessary. If the teacher does not wish to focus on only one student, he may vary the activity by having a number of students write at the board either during, or immediately following, the dictation. Checking the work at the board probably is more helpful to the students than checking it individually at their seats. Seeing errors on the board, crossing them out, and writing the correction above the error provide good reinforcement and allow active student participation.

Activity Seven

Using games to reinforce the students' association of spoken words with their written representations.

a. Spelling Game

Purpose: To help students establish the relationship between sounds and their graphic symbols.

Directions for Play:

On the board the teacher, or a student, makes a number of dashes to indicate the number of letters in a word he has in mind. When first playing the game, the words used should be those whose spelling has been taught in class; this limitation gives all students a better chance to compete. Teams are formed, and members of each team alternately try to guess what word the speaker has in mind. After each unsuccessful guess, a new clue is given.

Example:

l _ _ _ _ is written on the board.

Teacher or Player at Board		Class
The first letter is "l."	Team A:	The word is "learn."
No, it's not. (He writes the second clue "i.")	Team B:	The word is "lives."
No, it's not. (He writes an "s" on the last dash.)	Team A:	The word is "leaks."
No, it's not. (He writes a "k" over the third dash.)	Team B:	The word is "likes."
That's correct. Now finish spelling it.		

If the Team B player who guessed the word spells it correctly, his team gets a predetermined number of points. After several words have been spelled, the teams total their points to see which team wins.

b. Crossword Puzzle

Purpose: To reinforce known vocabulary items.

Materials:

After the students have developed a sufficient vocabulary, the teacher constructs crossword puzzles using the vocabulary which the students already know.

Directions for Play:

This game may be played as a board activity with teams, or students may solve the crossword puzzles individually at their desks.

c. Word Bingo

Purpose: -To reinforce known vocabulary items.

-To provide students with additional practice in listening.

-To provide students with practice in associating sounds with their graphic symbols.

Materials:

Using tagboard, the teacher prepares cards which have twenty or twenty-five squares on each card. One word is placed in each square. Words included on the cards should be those which the students have already learned. For example, after the students have good control of the vocabulary in the first three or four chapters of their text, the teacher can make bingo cards using words included in those chapters. All cards may for the most part have the same words on them, but the words should be located in different squares on each card.

Directions for Play:

This game can be played the same way as regular bingo, except that the teacher names isolated words rather than numbers. An alternate way to play is for the teacher to say each word in context. This second way will probably make the game a better learning experience. When a student hears the teacher say a word which appears on his card, he covers that word with a piece of paper. The game is finished when one student has covered all the words in a line which is either horizontal, vertical, or diagonal.

Additional games are included in the section of this guide with the heading "Oral Activities for Teaching Sentence Structure." Only a few learning games have been mentioned in this guide. Many other games are available commercially. By using his imagination, the teacher may conduct many learning activities as games. Playing games that take advantage of the students' competitive spirit and capacity for having fun will be rewarding for both teacher and students.

PLANNING LESSONS FOR BEGINNING LEVEL INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE

INTRODUCTION

The sample lesson plans in this section will require modification according to the nature and needs of different groups of students. The lessons are intended to suggest how a group of activities might be used to teach a given body of material. Each lesson is for one period of instruction. The amount of time suggested for each activity is given only as a rough guideline.

The suggested lessons are designed for various stages of the year's instruction. The first lesson provides an example for the first week of instruction; the second is for the end of the second week; the third is for sometime during the second month; the fourth is for the third or fourth month; and the fifth is for the fourth or fifth month. It is apparent from the sample lessons that as students develop their control of English, it becomes possible for the teacher to use a wider variety of activities in teaching. The students at first are limited to participation in highly structured activities. Later, they are able to participate in less-structured activities which more closely approximate real communication situations.

These lessons are designed to be used with *English for Today: Book 1.* However, the principles governing their construction, such as gradual introduction of new material, consistent review of old material, and the use of visuals, apply in lesson planning related to any text. The terms and techniques used in the lesson plans are explained in detail in other sections of the guide, so no attempt is made to explain them within the sample lessons. The lessons are intended for beginning level students with very little or no prior instruction in English.

SAMPLE LESSON A , page 1 . Time: First or second day of instruction

Text: Related to Lesson One of the text

Objectives

1. When asked the question, "What's your name?" the student will be able to respond, "My name is (Juan)."
2. When asked "What's this?" the student will be able to respond, "It's a ______."
3. The students will fairly consistently be able to both distinguish and pronounce correctly those sounds taught in the special pronunciation activities.

Lesson Content and Activities	Approx. No. Min. Needed
1. Repetition drill	4 - 5
2. Minimal pair drill	2 - 3
3. Substitution drill	2 - 3

1. Repetition drill — 4 - 5

Content: What's your name? My name is ________.

Activity: The teacher models the question, "What's your name?" He then has the students imitate this question until they can do so accurately. He does the same with the answer. At first he has the whole class imitate, then small groups, then individuals. The drill continues until the students are able to make a fairly accurate imitation of both the question and the answer.

2. Minimal pair drill — 2 - 3

Content: Sue/zoo; close/close; rice/rise

Activity: The teacher selects one pair of words to contrast the sounds of "s" and "z." He says the word "Sue" several times, and then has students repeat the word after him. He then uses the same procedure with the word "zoo." If it is necessary to provide further practice for the students in discriminating between the sounds of "s" and "z," he proceeds to work with other word pairs which contrast the two sounds.

Note: If the students are unable to make the "s" and "z" sounds after minimal pair drill, the teacher may try to demonstrate the articulation of these two sounds by exaggerating their length when saying them. The students once again try to imitate their teacher's pronunciation of these sounds.

3. Substitution drill — 2 - 3

Content: My name is ________.

Activity: The teacher uses names of students in the class for this drill.

Teacher's Model	Student's Response
My name is Jose.	My name is Jose.
Juan.	My name is Juan.
Maria.	My name is Maria.
etc.	

Lesson Content and Activities	Approx. No. Min. Needed
4. Chain drill Content: What's your name? My name is __________. Activity: The teacher directs a student on one side of the room to ask a student on the other side, "What's your name?" The second student responds, and then asks the same question of a third student (whichever student the teacher indicates).	3 - 4
5. Repetition drill Materials: Picture cue card for Lesson One of *English for Today* Content: What's this? It's a (book). It's a chair. It's a pencil. It's a table. It's a watch. Activity: The teacher says, "What's this?" He then has students imitate this question until they can say it accurately. Then, while pointing to a picture of a book, the teacher asks, "What's this?" and responds himself, "It's a book." He then conducts repetition drill of the five sentences listed above.	5 - 7
6. Substitution drill Content: It's a book. pencil. chair. table. watch. Activity: The teacher conducts this drill in the same manner as the substitution drill used earlier in this lesson.	2
7. Question - answer drill Material: Picture cue card for Lesson One Content: What's this? It's a __________. Activity: The teacher points to a picture and asks, "What's this?" He answers the question himself. He then asks the same question, first of the class, and then of individuals. Each time he asks the question, he points to a picture to cue the response.	4 - 6

Lesson Content and Activities	Approx. No. Min. Needed
8. Minimal pair drill Content: then/ten; there/tear; these/tease Note: The teacher chooses word pairs which contrast the sound of "th" with whichever sound is being confused with it. Activity: The teacher follows the same procedure used in previous minimal pair drill. He may also find it helpful to describe and demonstrate the articulation of the "th" in "this" as contrasted with the articulation of the sounds of "t." The teacher may demonstrate the articulation of the sound of "th" by exaggerating the extension of the tongue between the teeth while forming this sound.	3 - 5
9. Material: picture cue card for Lesson One Content: What's this? It's a _________. Activity: Students pass around the picture cue card which contains five pictures. When a student gets the card, he asks another student "What's this?" as he points to a picture. The student being questioned responds. "It's a ______." He then continues the process.	3 - 6
10. Minimal pair drill Content: it/eat; sit/seat; fit/feet Activity: The teacher may need to describe or demonstrate the articulation of the vowel sounds in "it" and "eat," showing that forming the vowel sound in "eat" requires more spreading of the lips than does forming the vowel sound in "it."	3 - 4
11. Chain drill (for reinforcement of material introduced at the beginning of the lesson) Content: What's your name? My name is _________.	

SAMPLE LESSON B, page 1. Time: Approximately the 10th day of instruction

Text: Related to Lesson Two of the text

Objectives

1. When shown a picture or an object such as a chair, the students will be able to describe certain of its characteristics, using the following structure: The (chair) is (old).
2. When the students see the words "It's a (table)," they will be able to read them correctly.
3. The students will be able both to distinguish and to pronounce correctly those sounds taught in the special pronunciation exercises.

Lesson Content and Activities	Approx. No. Min. Needed
1. Review activities: a. Substitution drill Content: It's a (chair). b. Chain drill Content: What's this? It's a (chair).	4 - 5
2. Repetition drill Material: Picture cue card for Lesson Two Content: This (chair) is (big). Activity: The teacher shows students the Lesson Two picture cue card which contains pictures of a box, a table, a desk, a chair, and a door. Some of these items are obviously old, some are new, some big, some small, some wide, and some narrow. While pointing to the appropriate picture, the teacher has students repeat after him, "This chair is big." He then leads repetition of sentences in which other words are substituted for the words "chair" and "big."	4 - 6
3. Substitution drill Content: This chair is big. desk table door box This chair is big. small. old. new. wide. narrow. white. black. Activity: The teacher first conducts a drill in which students substitute other words for the word "chair." In the second drill they substitute words for the word "big."	3 - 4
4. Minimal pair drill Content: wide/white; side/sight; ride/right	2 - 3

Lesson Content and Activities	Approx. No. Min. Needed
5. Repetition drill Content: Is this (chair) big? Yes, it is. Activity: The teacher leads students in repetitions of both the question and the answer, each one separately. He may also have students repeat other sentences, such as "Is this chair big?" using different vocabulary items in the position of the word "chair" or "big."	2 - 4
6. Question-answer drill Material: Picture cue card for Lesson Two Content: Is this (table) (small)? Yes, it is. Activity: The teacher points to a picture and asks questions which elicit the response "Yes, it is."	3 - 4
7. Question-answer drill (review of familiar material) Material: Lesson One picture cue card Content: What's this? It's a (chair). Activity: The teacher directs several students, one at a time, to come to the front of the room and ask questions about the Lesson One cue card.	3 - 4
8. Copying of material already learned orally Content: It's a (table). Activity: The teacher writes on the board, "It's a (table)." He then has students say other words that can occupy the position of the word "table." He writes each of these words on the board below the word "table." The students read aloud together, and then copy individually: It's a table. chair. book. pencil. desk. box. door. watch.	6 - 15

Sample Lesson B, page 3.

Lesson Content and Activities	Approx. No. Min. Needed
9. **Initial session using tapes for listening and speaking practice** Material: The tape which corresponds to Lesson One of the text Content: The structures and vocabulary item included in Lesson One of the text Activity: The teacher demonstrates the use of the tape which accompanies Lesson One of *English for Today*. Students by this time should know the material in Lesson One very well, so they can concentrate on learning how to use the tapes rather than on learning the material on the tapes. The teacher may wish to play the tape to the whole class, rather than have students attempt to use the tape individually. When doing this, he can guide the students' responses to the cues on the tapes. The students will usually need the teacher's guidance for some time before they are able to use the tapes without assistance.	10 - 15

SAMPLE LESSON C , page 1 .   Time: Sometime during the second month of instruction

Text: Related to Lesson Five of the text

Objectives

1. When shown a picture of people engaged in various occupations, students will be able to say and write, "He's a (farmer)."
2. The students will be able to use the forms of the verb "be" appropriately with the personal pronouns.
3. The students will be able to fairly consistently recognize both the falling and rising intonation patterns when they hear them.

Lesson Content and Activities	Approx. No. Min. Needed
1. Review activities A. Repetition drill Content: (I'm) a (student). B. Transformation drill Content: (He's) a (doctor). He's not a (doctor). Activity: The teacher makes affirmative statements such as, "He's a doctor." He directs the students to say each of his statements in their negative forms.	4 - 5
2. Substitution drill Content: He's a student. teacher. doctor. lawyer. farmer. mechanic. carpenter.	2
3. Chain drill Content: Are you a (student)? No, I'm not. I'm a (doctor). Activity: The teacher directs one student to ask another student if he is a (student). That student is then directed to reply, "No, I'm not," and makes up an answer such as, "I'm a ______." The teacher then indicates another student to be questioned and the activity continues.	3 - 4
4. Copying Content: Is he a (student)? Activity: The teacher writes on the board, "Is he a (student)?"	

Lesson Content and Activities	Approx. No. Min. Needed
4. (Continued)	
5. Intonation learning exercise	6 - 8

4. (Continued)

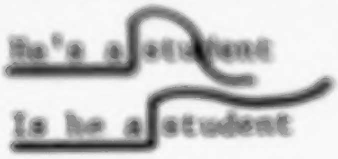
Then he asks the students to name other occupations. He writes their responses in the following way, and the students copy the material he writes:

Is he a student?
teacher?
farmer?
mechanic?
doctor?
etc.

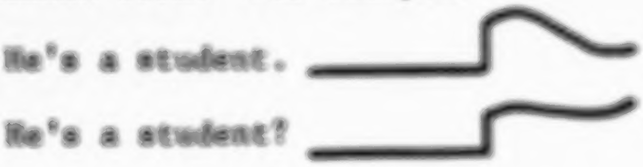
5. Intonation learning exercise

Content: He's a (student).
Is he a (student)?

Activity: The teacher repeats "He's a student" several times while the students listen. He then writes the sentence on the board, and while repeating the sentence once more, draws a line over the sentence to indicate its intonation pattern. He then does the same thing with a few other similar sentences, having students repeat them and note the manner in which the voice rises and falls while saying them. The teacher then uses the same procedure with the question form, "Is he a student?" Upon completing the examples, the teacher will have sentences on the board such as these:



The teacher's next step is to have students draw lines over similar sentences which he says. The lines should illustrate the intonation patterns he uses. Students may do this on paper at their seats or at the board. If the teacher wishes to make this a more challenging activity, he may do so by using alternately the question intonation and the statement intonation on words in statement form. For example:



Lesson Content and Activities

Approx. No. Min. Needed

6. Dictation

8 - 12

Content: Those sentences which students copied in activity 4 of this lesson

Activity: After giving students a few minutes to study, the teacher dictates the sentences which the students copied earlier in the period. Either following or during the dictation, he selects some students to write the sentences dictated on the board. The teacher includes as many students as possible in the correction of the sentences on the board.

7. Transformation drill (Students have previously practiced the plural forms of certain regular nouns and of the word "be" in less complex activities.)

2 - 3

Content:

Teacher's Cue	Responses
He's a student.	He's a student.
They	They're students.
She	She's a student.
We	We're students.
I	I'm a student.

Activity: The teacher conducts this activity as a substitution drill. However, making the substitutions requires that they make changes in the forms of other words in the sentences.

8. Sentence-construction game

5 - 10 (depending on the number of games played)

Content:

he	they	are
we	is	it
I	he	you

Activity: The teacher forms two teams. He directs students to construct sentences using the listed words. For each correct response, he places a mark in the appropriate box. A team wins when it has a mark in any three boxes which are in a straight line. The line may be either horizontal, vertical, or diagonal.

Lesson Content and Activities	Approx. No. Min. Needed
9. Using tapes for listening and speaking practice Content: Lesson Four tape Activity: The students are directed to listen to the tape, repeating and responding appropriately to the material on the tape. The Lesson Four tape provides review of material the pupils just learned prior to beginning Lesson Five.	5 - 10

SAMPLE LESSON D , page 1 . Time: Sometime during the third or fourth month of instruction

Text: Related to Lesson Eleven of the text

Objectives

1. When shown a picture of characters performing certain actions, the students will be able to describe those actions by using the following sentence structure: "He's buying a shirt." They will be able to both say and write their responses.

Lesson Content and Activities | Approx. No. Min. Needed

1. Review 4 - 7

A. Question-answer drill

Content: What are you doing?

I'm reading a book.
I'm painting a picture.
I'm singing a song.
I'm writing a letter.
I'm telling a story.

Activity: The teacher asks, "What are you doing?" Students devise answers based on previous practice of the sentences listed above, even though they are not actually engaged in those activities at the moment.

Content: What are you doing? I'm (reading a book).

2. Repetition drill 3 - 4

Materials: Action verb cards

Content:

She's singing a song.
He's eating a sandwich.
He's playing a game.
She's reading a book.
He's throwing a ball.
She's buying a dress.

Activity: While pointing at the appropriate pictures, the teacher cues repetitions of the sentences listed below.

3. Question-answer drill 3 - 4

Content: What's (he) doing? He's (singing a song).

Activity: The teacher cues responses by holding up a picture and saying, "What's (he) doing?"

Lesson Content and Activities — Approx. No. Min. Needed

4. Sentence construction — 3 - 5

Content: She's (singing a song).

Activity: The teacher directs individual students to make sentences using a word he says. For example:

Teacher's Cue	Responses
singing	She's singing a song.
playing	He's playing a game.
reading	He's reading a book. or He's reading a letter.
buying	She's buying a hat.
etc.	

5. Game--I'm thinking of. . . . — 4 - 8

Material: Action verb cards

Content: She's (reading a book).

Activity: The teacher places the six pictures illustrating sentences the students have been practicing on the chalk tray. One student comes to the front of the class and "thinks" of one of the six pictures. The other students try to guess what card he is thinking of. For example, a student guesses, "She's buying a dress." Whoever guesses correctly continues the game by "thinking" of a different picture. Students must say which picture they wish to indicate. They may not indicate a picture by pointing.

6. Copying and completing sentences — A. 6 - 10

Material: A reading from Lesson Eleven in the text — B. 3 - 5

Content: We're working today. We're working in the house. My mother is washing the knives, forks, and spoons. My father is cleaning the floors and the walls. My aunt is painting the chairs. My uncle is closing the boxes. My brother is helping my father. My sister is helping my mother. Everyone is helping. Everyone is working.

Lesson Content and Activities	Approx. No. Min. Needed

6. (Continued)

Activity: A. The teacher omits key words, in this case those underlined in the above selection. The students must supply these words when they copy the selection. This activity should be preceded by others in which students have studied the selection used.

B. The students take turns reading the previous solutions orally. They are to include in their reading the words that they have inserted in the blank spaces.

7. Review - Group 1 (those students who still need much controlled practice with the Lesson Eleven material) — 10 - 12

Enrichment - Group 2 (those students who have strong control of the Lesson Eleven material)

Review: Group 1

Content: She's (writing a letter).
Is he (reading a book)?
I'm not (playing). I'm (studying).
etc.

Activity: The teacher conducts various types of drill activity with these students using the structures and vocabulary included in Lesson Eleven.

Enrichment: Group 2

Material: Old magazines

Activity: The teacher directs these students to find pictures which illustrate people doing things which can be described by using the structures and vocabulary which have been learned thus far in the course. He asks the students to save these pictures so that at a later time they can be used for discussion and other types of practice by the class.

SAMPLE LESSON E , page 1 . Time: Sometime during the fourth or fifth month of instruction

Text: Related to Lesson Fourteen of the text

Objectives

When asked, "What are you going to do?," the student will be able to respond appropriately, using sentences similar in construction to the following: "I'm going to (read)."

Lesson Content and Activities	Approx. No. Min. Needed
1. Review Content: Lesson Thirteen tape Activity: The teacher directs students to listen and respond to the tape of Lesson Thirteen.	5 - 10
2. Repetition drill Content: What are you going to do? I'm going to read. I'm going to study. I'm going to dance. I'm going to sing. I'm going to draw. I'm going to play. I'm going to work. Activity: The teacher cues repetitions, first of the question, then of the responses to it.	2 - 3
3. Substitution drill Content: I'm going to read. study. dance. sing. draw. play. work.	2 - 3
4. Question-answer drill Materials: Action verb pictures Content: What are you going to do? I'm going to (read). Activity: The teacher asks "What are you going to do?" He uses pictures to cue responses, first from the entire class, then from smaller groups, and finally from individuals.	4 - 6

Sample Lesson E, page 2.

Lesson Content and Activities	Approx. No. Min. Needed
5. Repetition drill Content: Are you going to (study)?	2
6. Substitution drill Content: Are you going to study? read? work? eat? etc. I'm not going to study. read. work. eat. etc.	3 - 4
7. Game--I'm going to. . . . Content: Are you going to (read)? Activity: One student thinks of something he's going to do, the others try to guess what he's thinking. When guessing, they must use the question form "Are you going to __________?" When a student guesses correctly, he then thinks of something he's going to do, and the game continues.	3 - 4
8. Game--Word Bingo Materials: Teacher-made Bingo cards Content: The cards contain verbs in their present tense and infinitive forms. These should be verb forms which the students already have learned. Activity: The teacher says sentences that contain the verbs which are written on the Bingo cards. When a student hears a word which is written on his card, he covers it with a piece of paper. The game continues until a student has covered all the words in a line on his card. The line may be either horizontal, vertical, or diagonal.	10 - 20 (depending on the number of games played)